

CHILDHOOD EDUCATION

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CHILDHOOD EDUCATION

Journal of the
INTERNATIONAL KINDERGARTEN UNION
FOR THE ADVANCEMENT OF
NURSERY-KINDERGARTEN-PRIMARY EDUCATION



LUVERNE CRABTREE, *Editor*

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CHILDHOOD EDUCATION, official organ of the *International Kindergarten Union* and the *National Council of Primary Education*, advances nursery-kindergarten-primary education by presenting:

The vital problems in the field through professional and practical articles

Conditions in foreign countries and in our outlying possessions

Songs, stories, handwork suggestions, and other "ready-to-use" material

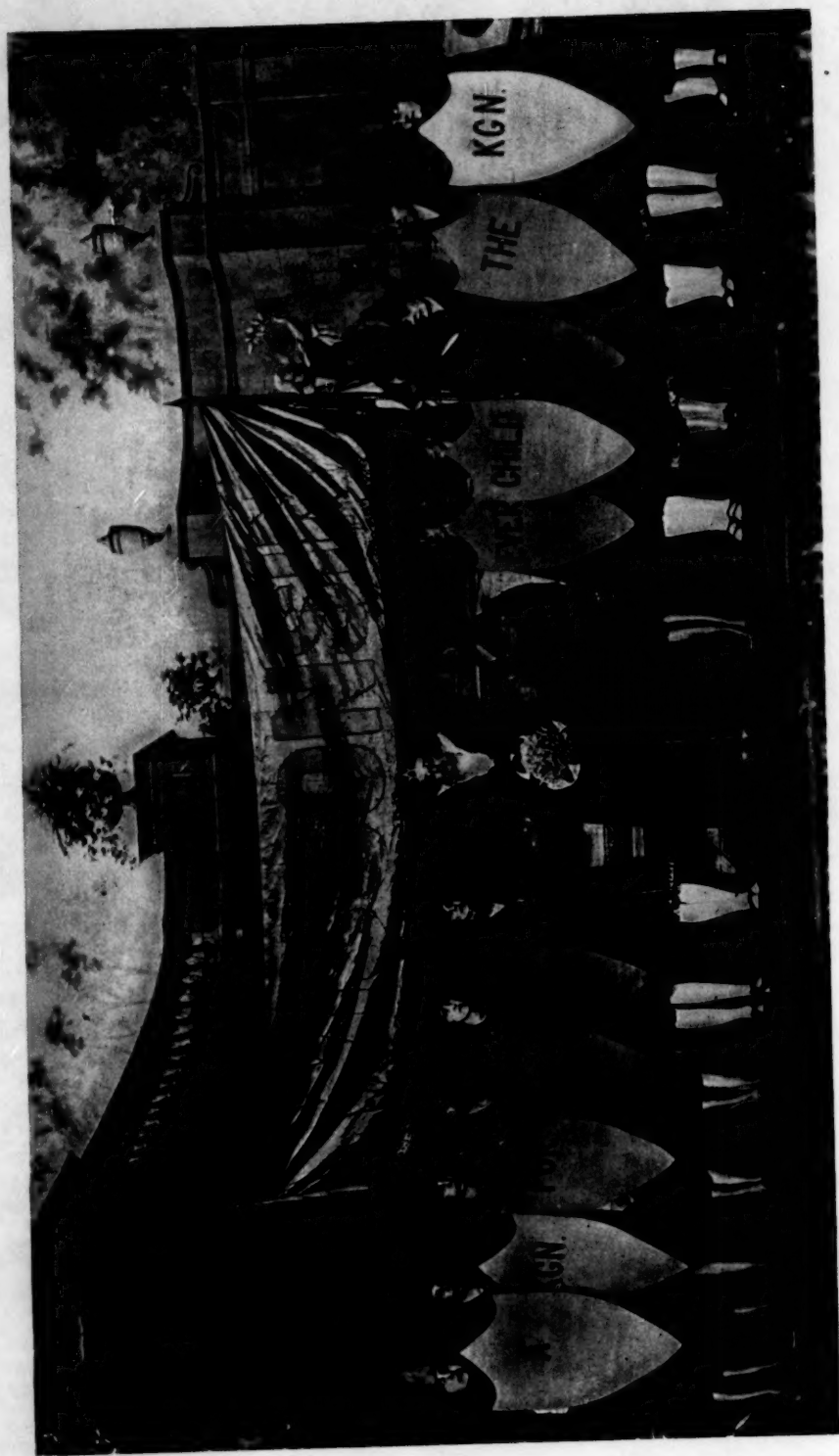
News of persons, schools, and affiliated or related organizations

An index to current periodical literature

Reviews of books for teachers and children

All who are interested in childhood education from its special classroom problems to its national and international aspects are interested in CHILDHOOD EDUCATION, the *Journal of the International Kindergarten Union for the Advancement of Nursery-Kindergarten-Primary Education.*





DELEGATES FROM WISCONSIN

"Queen of the Convention" was Caroline W. Barbour, president of the International Kindergarten Union. The retinue from her home state arranged this effective pageant in royal purple. The inscription on the shields, "A Kindergarten for Every Child and Every Child in the Kindergarten," is Wisconsin's slogan.

A Responsive Convention

A FORWARD march in double quick time with everyone in step—was the thirty-sixth annual convention of the International Kindergarten Union.

The magazine, *CHILDHOOD EDUCATION* needed underwriting to carry it through its first months of publication by the International Kindergarten Union. In fifteen minutes \$3228.10 was pledged at the Thursday business session by branch organizations and individuals. The continuous campaign for subscriptions engineered by Mary Dabney Davis, chairman Editorial Board, was equally satisfactory. A high spot in this campaign was the Monday afternoon program on *CHILDHOOD EDUCATION* as *The Voice of a Professional Organization* and *The Ears of the Classroom*.

The Monday morning business session held the record attendance for similar sessions. The committee reports were concise and presented with spirit. At the Thursday session the delegates gave their unanimous endorsement to the plan looking toward nursery-kindergarten-primary unification as presented by the Conferring Committee on Reorganization. It was another excellent example of unqualified support for a progressive measure.

Themes of the programs were Character Education, Child Development, Curriculum Progression, and World Neighbors. However, since the addresses and reports of convention programs appear in this issue, perhaps this is sufficient mention of business before pleasure and we can proceed to the gala events of the week.

If we had intended apathy of interest during the convention, we were awakened on Opening Night. There was no opportunity for complacency during Dean Russell's address on *Education and International Understanding*. "There is as much hatred in the world today as ever before . . . and some of it comes from the schools." He illustrated his point by reading sections from French and English histories about the World War. Our only optimism lies in the fact that little children do not have racial, religious, or other hatreds. Dean Russell's talk was a challenge to agree on an international course of study.

The International Kindergarten Union was officially welcomed to Rochester by Mabel E. Simpson, director Elementary Grades and Kindergartens, chairman of Local Committee; Mabel L. Sanford, president New York State Kindergarten Association; Mrs. Henry G. Danforth, president Board of Education; Bessie Van Ingen, president Rochester Kindergarten Association; and Mary Jean Miller of the City Normal School, chairman Social Activities for the convention. The President, Caroline W. Barbour, responded with a gracious greeting. A feature of the occasion, and all others throughout the week, were the beautiful flowers and music.

Enthusiasm was expressed in the gay colors of pageantry on Delegates' Day. Representatives of twenty-seven states and four representatives from outside the United States vied for the best stunt. Rhode Island's puppet show, Wisconsin's royal party, and Michigan's "crew" were the winners. It must have been difficult to make a decision among the universal uniqueness—New York skyscrapers, Washington monuments, Minnesota Minnehahas, Indiana pirates, Massachusetts pilgrims around a live Plymouth rock; Katsu Namikawa wore her native Japanese costume and Josefita Monserrate led the audience in singing America in Spanish. Brief greetings were given by six of our past presidents: Ella Ruth Boyce, Catherine Watkins, Mary C. McCulloch, Patty Smith Hill, Fanniebelle Curtis, and Lucy Wheelock. Miss Wheelock, first president of the International Kindergarten Union, needed no introduction. Miss Barbour, taking her by the hand, led her to the front of the platform amid a tribute of applause from an admiring audience. May Murray, former Secretary and Editor, received a similar tribute. Miss Murray said it was a pleasure to greet the delegates as a friend—to no longer be "money mad."

The Symposium dinner was a crowning culmination to the social activities of the week. It celebrated the thirty-sixth birthday of the I. K. U., and the twenty-fifth birthday since the last meeting in Rochester. There was a birthday cake for every table and dancing dolls around maypoles.

The eight candles on the large cake at the speakers' table were lighted by Rochester kindergartners costumed for periods since 1892.

Miss Watkin's witty approach, as toastmistress, struck the keynote of hilarity for the evening. Lucy Wheelock's toast *When We Were Very Young* was on early days in the kindergarten. Julia Wade Abbott, feeling that some of the early practices in kindergarten were not in keeping with changes for progress, conducted a *Rummage Sale of Antiques*. Ella Ruth Boyce evaluated the antiques—*Values, New and Old*. There could be no better guide in modern education than Roland G. Reynolds. Though *Now We are Six and Thirty* we want to stay "as clever as clever" as Mr. Milne's boy in *Now We are Six*. "A pot never boils over dead ashes" said Dr. Reynolds and pointed the way to keep the flame of youth.

Miss Barbour presented the gavel to the incoming President, Margaret C. Holmes. It was with confidence in her constituents that Miss Holmes accepted the directorship of the Union. The responsibility, she felt, would be made pleasant by the proven responsiveness of the members as expressed by their representatives in convention.

L. C.

Who's Who Conventionally Speaking

THE NEW EXECUTIVE BOARD

Margaret C. Holmes, the incoming President, has for years been a keen-sighted leader in the organization. Miss Holmes comes into office with a sure knowledge of present problems and a fine vision for the future. She cannot fail to be a master builder. When "at home" Miss Holmes is Assistant Director of Kindergartens in New York City.

The First Vice-President, **Frances Kern**, has been studying at Columbia on leave of absence from the National Kindergarten and Elementary College, Evanston, Ill. Last year Miss Kern served the International Kindergarten Union as Corresponding Secretary and Treasurer. The Selected List of Poetry and Stories is the work of her Literature Committee.

Mrs. Madeline Darrough Horn, the new Second Vice-President is studying in the Research Department, Child Welfare Station, University of Iowa. The pamphlet on Vocabulary Studies is the product of the Child Study Committee of which she is chairman. Patty Smith Hill, in her talk on Delegates' Day reminded kindergartners that they had discovered "the mother" and challenged them not to lose her. They won't—their Second Vice-President is a mother!

Sarah Marble continues as Recording Secretary. Those who saw her portable filing system realize she is a specialist in record-keeping and those who saw her assisting with registration realize she is an efficient "Jack-of-all-trades." Miss Marble is Supervisor of Kindergartens and Primary Grades in Worcester, Mass.

Charlotte B. Pope, the new Corresponding Secretary and Treasurer is a kindergarten teacher in Grand Rapids, Michigan. Those who attended last year's convention need no introduction to Miss Pope. If there is any truth in "transfer" we know our funds will be well managed, for there could be no better convention manager than she proved herself to be.

SPEAKERS OF THE WEEK

Ruth Streitz, whose convention address appears in this issue, is a member of the Executive Board of the National Council of Primary Education. Dr. Streitz went to the University of Cin-

cinnati, September 1926, as coordinator of the teacher training programs for nursery school, kindergarten, and primary. **Goodwin B. Watson** is Associate Professor of Education, Teachers College, Columbia University and Director of Research, National Committee of the Y. M. C. A. His children aged three and five, helped him determine "What Has Gotten into That Child." **Marjorie Hardy**, who teaches in the School of Education, University of Chicago, is author of "The Child's Own Way Series." **Ruth L. Bristol** is Supervisor of Lower Elementary Education, Ann Arbor, Mich.

Since one small convention number would not hold all the splendid convention addresses, some are being saved for later issues of *CHILDHOOD EDUCATION*. Other speakers of the week were **William F. Russell**, Columbia University; **James Fleming Hoscic**, Columbia University; **Mary Dabney Davis**, Bureau of Education; **Edna Dean Baker**, National Kindergarten and Elementary College; **Ruth Andrus**, Department of Education, Albany, N. Y.; **William E. Blatz**, St. George's School for Child Study, Toronto; **Mary V. Gutteridge**, Kindergarten Training College, Melbourne, Australia; **Carleton Washburne**, Superintendent, Winnetka, Ill.; and **Margaret Mathias**, State Teachers College, Montclair, N. J.

LITTLE SEEN AND LITTLE HEARD

Bessie Van Ingen, chairman of headquarters was one of those "powers behind the throne," little seen and little heard, whose influence affected, the tone of the entire convention. Miss Van Ingen is a Rochester kindergarten teacher.

The good directorship of Mary Jean Miller, as chairman of the Social Activities Committees made perfect occasions of the Symposium Dinner, Delegates' Day Luncheon, Afternoon Teas, and the Drive About the City. Miss Miller teaches in the City Normal.

Mabel E. Simpson, perhaps the most silent of the salient influences, had the burden of responsibility as General Chairman of the Convention. Her efficient engineering made possible its unqualified success. Miss Simpson is Director of the Elementary Grades and Kindergartens of Rochester.

The Ears of the Classroom

RUTH STREITZ

University of Cincinnati

A PROFESSIONAL magazine is not only the "Voice of a Professional Organization" but the "Ears of the Classroom." Through this organ the teacher and all concerned with the classroom hear about what is going on in the field.

CHILDHOOD EDUCATION has become indispensable to many of us in our college classes. With the organization of material utilized by the editorial committee the past three years, certain of the issues have tremendous value for those interested in the training of teachers of little children. For example, during the year 1926-27, there were eight articles which could be classified specifically as research and five that dealt with some of the more minor phases of experimentation. In addition to these, there were twenty-nine articles which set forth ideas on the nursery, kindergarten, and primary fields and forty articles giving an account of activities in these fields.

The year 1927-28 showed a slight decrease in these types of work, giving six articles of research, six experimentations, twenty relative to ideas on the nursery, kindergarten, and primary, and thirty-three accounts of things done in these groups. The year 1928 and up to May, 1929, gives seven articles of a research character, four of minor experiments, twenty-five dealing with theories or ideas regarding the field of childhood, and thirty accounts of things done. Recognizing

the fact that at the time this report was compiled there were two more issues of the magazine coming, one might predict that the year 1928-29 will be "bigger and better" than ever.

OTHER TEACHERS SAY—

Now of just what specific value are these articles? In the first place, the majority of articles are contributed by people in the field who are in daily contact with little children. This fact not only guarantees a practical and worthwhile contribution which other teachers will be able to utilize, but it also insures one against the absurd type of research set forth by the laboratory technician. We have heard much on the transfer of training and it is interesting to note that the very people who condemn the idea ask us in the next breath to accept it. For example, they say, in substance: "We have found thus and so to be true in our laboratory studies. Therefore, take this information, go forth to your classrooms and make good use of it." The assumption is that if the laboratory yielded certain results, the classroom will also yield the same results. What is this but "transfer?"

Research, to be of any utilitarian value, must not be too far removed from the actual situation where the findings of the research are supposed to function. Neither must the research be of too absurd a character. We are all familiar with the somewhat ridiculous type of

research carried forward to satisfy thesis requirements. A critical examination of the majority of these reveals the fact that no new techniques are developed, but rather does the research worker follow the path which has become almost a tradition. The hope of truly worthwhile, practicable, and usable research lies in the training of the classroom teacher in the techniques of research. In her hands one finds the real material which awaits further discovery.

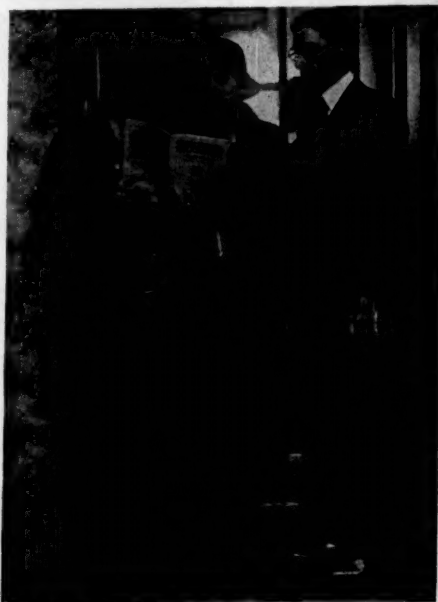
THE SPECIALISTS AUTHORIZE—

In the second place, a great number of the articles in *CHILDHOOD EDUCATION* are contributed by so-called "authorities" or "specialists" in various lines. Just what constitutes authority in this day and age of individualism is not easily explained. For the definition of a specialist, we might accept that credited to the Mayos of the other Rochester, viz., that "the specialist is one who knows more and more about less and less." Or we might accept the more ironical definition—"A specialist is anyone away from home." Whether or not one subscribes to these definitions is not the question. All will agree that in looking over the cover page of *CHILDHOOD EDUCATION* names appear that are generally recognized and accepted as belonging to individuals who have made distinct contributions in the fields they represent. There is on the part of these people a certain willingness to serve and share with others the results of their own valuable experience. All are busy people and yet have somehow found the time to do this additional work.

CURRENT CONTRIBUTIONS SURVEYED

In the third place, it is difficult to keep informed on the new materials

that are coming out. One recognizes the value of material appearing in books and magazines, but bemoans the fact that time does not permit a perusal of all the literature that is available, and for this reason one must resort to "briefs" or "reviews" of some kind. To depend upon a poor account of a book or article, or an unknown reviewer in either field, is



SPOKESMEN FOR CHILDHOOD EDUCATION

Mary Dabney Davis, Bureau of Education; Ruth Streitz, University of Cincinnati; and James Fleming Holic, Columbia, presented the value of our professional magazine at the program devoted to *CHILDHOOD EDUCATION*.

to accept information that is, to say the least, questionable. During the past three years, authentic accounts of 141 books and 282 magazine articles were furnished the readers of *CHILDHOOD EDUCATION* by people whose judgment and opinion we value. What greater source of "quick information" could be offered a college class or group of busy teachers?

IT PAYS TO ADVERTISE

Fourth, if one cares to look at the more mercenary side of life, one can find the place for advertisements where reliable information regarding schools, books, equipment, et cetera, is listed. Not only is this of value to the teacher, but it is undoubtedly of greater value to the advertiser who recognizes a discriminating reading public. What better place to advertise a progressive school, the newest type of school equipment, or the latest school texts?

FOCUSED ON SPECIAL TOPIC

Fifth, what have been the general topics to which the magazine has devoted an entire issue? For the past two years, all articles in each number of *CHILDHOOD EDUCATION* have focused upon some particular topic. These articles have handled the topic as it relates to nursery school, to kindergarten, and to primary grade children, and, when it seemed help-

ful, they have presented the problem of training teachers or of supervisors, as well as those of the classroom teachers. Such topics as "Significant Phases of Classroom Activities," "Reading, Language, and Dramatization," "Cultivating the Creative in Children," give the theory teacher in teacher training institutions a wealth of concrete material. For the supervisor or principal, what could be more valuable than "Salient Phases in Supervision," "Teacher Training," "Records and Reports," and "Equipment and Supplies?"

So much for the character and quality of work portrayed within the covers of *CHILDHOOD EDUCATION* a magazine sufficiently dignified to command the respect of all educators, professional in every sense of the word in that it stands for the highest and best that is available, practical in that it contributes directly to the classroom and continues to point the way for those interested in new discoveries for childhood.

DO YOU KNOW

I. Do you know that *CHILDHOOD EDUCATION* is the most valuable of all professional magazines to the teacher and administrator interested in the education of the nursery, kindergarten, and primary child?

II. Do you know how many articles in *CHILDHOOD EDUCATION*, during the past three years, pertained specifically to the nursery, kindergarten, and primary child?

1926-27	1927-28	1928-29 (May)	Total
83	77	69	229

III. Do you know how many articles in *CHILDHOOD EDUCATION*, during the past three years, dealt with general information, poetry, music, stories, etc.?

141	140	89	370
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IV. Do you know how many books and magazine articles *CHILDHOOD EDUCATION* reviewed during the past three years?

Books.....	48	66	27	141
Magazine articles.....	38	81	163	282

What Has Gotten Into That Child?

GOODWIN B. WATSON

Columbia University

IT IS customary, at many points, to exaggerate the gains which have come with civilization. When the ancients faced the question, "What has gotten into that child?" they had a simple answer and a simple remedy. Badness was due to the operations of the devil and might be pounded out or prayed out. Today, let a child make faces at his teacher, and some will turn with no less faith to the more complicated magic of mental tests, conditioned reflexes, psychological clinics, and psychiatric interviews with parents. Of course there are reservations. Some have secret doubts about psychologists' children, and others more openly suggest that impressive speakers on educational methods might present a sorry performance in managing a kindergarten. So it may be as well at the outset to be plainspoken about the ignorance which handicaps us all. A nursery school expert recently reported two years of enlightened endeavor to improve the show-off tendencies in a two-year-old child. Nothing that was done seemed to have any effect. Mrs. Jones' efforts to remove children's fears seem to have brought about unqualified success in about three out of the seventy cases. A donor might offer a large prize for any thoroughly consistent description of how learning takes place, in accord with the experimental facts known today, and might live to a ripe old age from the interest on his unclaimed gift.

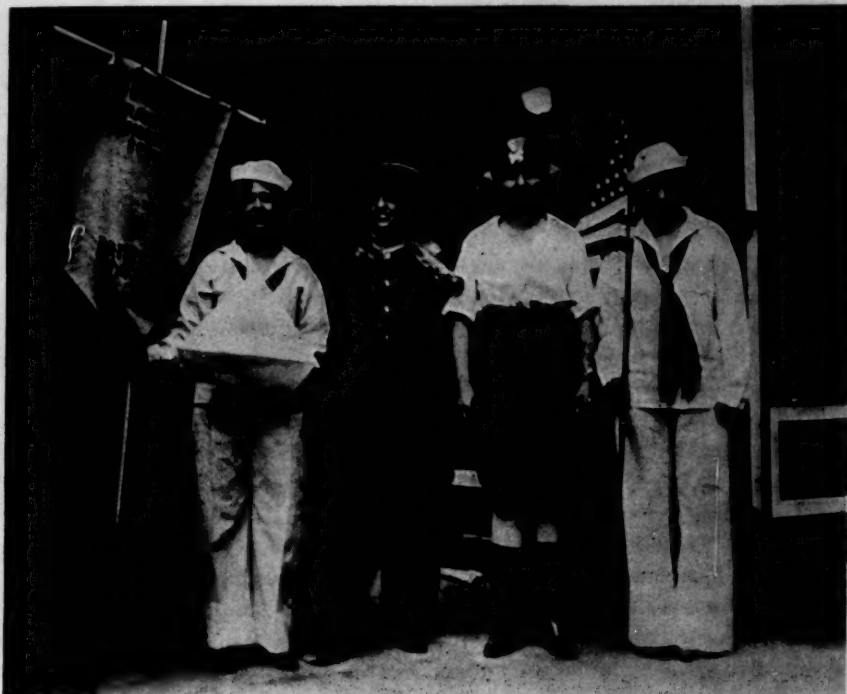
How will anyone explain the memories of early childhood which persist? Why should I remember of my own kindergarten experience, the worn place in the old stone steps, the rainy day when Dorothy couldn't get her umbrella up, the tables marked with inch squares, the faint odor of decay about that basement where we played, the dim beautiful bigness which was my new teacher sitting on the piano stool, and that hole in the wall where the plaster had been knocked out, so I could wiggle my finger around as the stories went on? Doubtless there were incidents and tales and exercises and maxims designed to do me good in a permanent fashion which were much more important and which seem to have left no trace. From the reports of others it is certain that I did good deeds and bad deeds in no flattering proportion, that I had times of gaiety and times of violent outburst, but those experiences once so vivid seem to be only the misty children of rumor with nothing but a pretense to a place in my memory.

"My mind lets go a thousand things
Like dates of wars and deaths of kings
And yet recalls the very hour—
'Twas noon by yonder village tower
And on the last blue noon in May
The wind came briskly up this way,
Crisping the brook beside the road;
Then pausing here, set down its load
Of pine-scents, and shook listlessly
Two petals from that wild-rose tree."

—ALDRICH.

We are but children in our knowledge of the growth of mind, but this is said not to encourage any who might prefer to relax, blindly follow tradition, and murmur: "Perhaps some good may come of it. No one knows." Some things we do know, and it is to those distinct gains, bounded as they must be by the

greater extent his shy, withdrawing, worried, counterpart demands attention. Dr. Wickham has well demonstrated that while many teachers still think of problem children in terms of annoyance which children cause their teachers, those who have given years to the endeavor to salvage some of the wreckage in human



SCHOOL TEACHER LON CHENEYS

Ohio Sailors—Hazel Gessinger and Jenny Chamberlain; the Wyoming Cowboy—Blanche Running; the Indiana Pirate—Nell Culler. They represent the galaxy of array on Delegates' Day.

immense horizon of our ignorance, that attention is invited.

The question, "What has gotten into that child?" has become broader in its application today. Teachers used to be troubled primarily by the rare child who swore or fought, or refused to conform to group pressure. Now, not only this aggressive youngster, but to an even

personality are very much more worried about the quiet child whose emotional strains and conflicts may be far under the surface. A whole new series of behaviors challenges attention. There is *the little girl who shows a morbid conscientiousness about having everything in its place*. She is the soul of neatness. Is she then a delight to the parents and

teacher? Not if they are well-read in modern child-study. They will wonder why. They will suspect terrifying domination by adults, or an unwarranted sense of guilt, or a loss of security and a consequent feeling that the world is upset and confused. They conceive of the finickyness as a symptom of difficulties which may be much more likely to make adult life unhappy than would be the ebullience of the child who can't keep still and listen to the story. Children in kindergarten and nursery school show the beginnings of all of the evasions which, if adopted as a regular mode of adjustment, make people queer misfits. There is *the self-deception of the child* who starts to draw a cow, and discovering that it looks more like a tree, assures herself and her teachers that she meant it for a tree all the time. There is *the child who attempts to conceal his inadequacy* at certain gymnasium plays, by pretending he doesn't want to go to the gym because his foot hurts. There is *the child whose words come easily, who finds it possible to rationalize* almost every disapproved behavior. "I don't think I ought to go out and play," said a four-year-old to her mother the other day, "because you are going to do the ironing and I ought to watch you so I will know how when I grow up." Actually, of course, the ironing didn't enter into the real desires at all. There is the child who can always find someone else to blame for whatever happens. "He started it." It is as old as the legends of Eden, but pervades the rationalizations of almost every meanness in adult relations. These evasions, self-deceptions, rationalizations, projections, feigned illness and dissembled virtues, have commonly been ignored. Sometimes they have caused a knowing smile

on the part of parents, half proud that the little tyke could think up such manoeuvres. Too rarely have they been recognized as part of a pattern of living, readily altered at the beginning, but perilous if adopted as an invariable way of getting along. Modern education demands that a teacher, objective in mind and manner, shall help the child to recognize his foibles, conscious or unconscious, and shall guide the child into the frank appreciation of desires, admission of faults, and intelligent manipulation of the persons and objects of the real world.

The question "What has gotten into that child?" must have not only new types of application, but in every type of problem new types of answer are being suggested. Given a youngster who tells lies, the cause was once supposed to be quite obvious. The child had not learned truthfulness. Now, the modern teacher has a host of suspicions. Perhaps *the child lies because he wants to tell a big enough story to get attention*. Perhaps he lies *in order to avoid what he believes will be punishment*. Perhaps the lying is thought of as *protection for someone else*. It may be that the lying is the *simple lack of distinction* between imagination and careful report. Perhaps he lies because he is *afraid*, and afraid to admit his fear. Perhaps the lie betokens a *lack of trust* in adults, a feeling that he has been unfairly used and can confide in no one. Perhaps the lying is an *unthinking imitation* of the older child who has been spreading himself with tales to open the eyes of younger playmates. Perhaps he has gotten what he wanted before by some such trick. Possibly he enjoys the *secret sense of power* that comes from starting much ado about what he alone knows to be

nothing. Mention of all the hypotheses would fill a book. Decision as to which of them are valid and which are without basis in fact is very much a matter of personal experience and judgment at present. There have been few scientific studies which have used careful control groups. A lying child may have a baby sister who now gets the family attention, but whether lying really occurs more often among such children than among only children has never been demonstrated. It may be that left-handedness creates an organic handicap to which children react by overcompensation and high ambitions, but this is at best only a theory advanced by clever observers. Existing facts do not support it. It may be that boys have Oedipus complexes and girls have Electra complexes, but the trustworthy evidence is very meager. It will therefore pay us to step with care in this chaos of untested theories.

This much, at least, seems clear. There are many causal factors worth knowing about. These proposed causes seldom emphasize the traditional ethical codes or religious precepts. They are more apt to include physical fatigue, eye-strain, too much ultra-violet ray, too few vitamins, or diseases like encephalitis which seem in some strange fashion to make children "quarrelsome, dirty, and unmanageable." More frequently difficulties arise out of association with other children. One child almost demoralized a group of four-year-olds by introducing them to the regressive delights of "playing baby." In another case when the mother asked her eight-year-old boy why he couldn't be as quiet and manly as Harold, the son wisely explained, "Well you see, he probably grew up in a street where all the other boys were

bigger than he was." The most common among the causal factors are those centering in the home. One psychiatrist unusually successful in helping problem children—that is, able to succeed with about one in three—is convinced that *every problem child is an indication of a problem parent*. One clinic finds that when the parent is interviewed first it often becomes unnecessary to see the problem child, at all. The new detective principle seems to be—"Cherchez la mere." One wonders if more character progress might not come in a community if, instead of placing thirty-five children in a kindergarten, one teacher with an understanding of emotional adjustments, were made available, upon invitation, to spend a week in each of thirty-five homes. Parents would then be furnished with an objective analysis of relationships of which they might have been sadly unaware. Probably this consulting teacher would not live very long in any community, but it would be a career of adventure while it lasted!

The suggestion is not entirely afiel. Teachers of the early years of childhood tend increasingly to state their objective in terms of character changes. At the same time, they influence directly only about 20 per cent of the child's waking hours. No one is better aware of the fact that they as teachers are not very largely responsible for what seems to have "gotten into that child." Agnes does come into the group with a disposition to run everything and everybody her way. A teacher who met in college some of the same pupils she had known as a first grade teacher a dozen years before reported her amazement that the timid Marjorie, the sly Ted, the devil-may-care Frank, and the suggestible Marie were so little changed. Not

until education takes control of the basic factors which influence health, parent-child relationships, vocational adjustment, and recreation should any widespread changes be expected.

Within the school as it is, the concern of teachers is quite properly with treatment as well as with prevention. Untested theories of how the child got his behavior are far less important than tested practices for getting him some new behavior. Outstanding among the scientific findings on method is one of a negative sort. It seems clear now that most plans of moral education have had an undue faith in words. They have prescribed talk as a method for getting behavior to follow, and it has worked best with those who needed it least, but with none over-well. Children who know right principles seem no more likely to live well than are other children from equally favored homes without this ethical vocabulary. Children who know their Scripture, other things being equal, do not refrain from theft in greater proportion than do those untrained in this literature. Boys who repeat the Scout code violate it as often as those who differ only by omitting such exercises. This does not mean that words have no function. *Words may symbolize experiences but they cannot replace or create experiences.* They may be the cue for habits, but they do not command the habits. This use of words to serve as a signal for behavior otherwise trained, may be illustrated in the case of the child who learns to avoid the hot radiator. "Hot" serves as a symbol, but it is useful only after the behavior of avoiding hot things has been set up. So with the three-year-old boy who broke a clay vase he had been modelling. It was too near the edge. After that,

"too near the edge" had a behavior meaning for him. In one group of small children certain situations are symbolized by the word "emergency" situations. When "emergencies" come martial law operates. Nobody explains. Nobody argues. Nobody may ask "Why?" The situations in which the leader needs to use the word are few, but they might conceivably prove highly important. The symbol makes it unnecessary to mar the 98 per cent of friendly comradesly relationships for the sake of the 2 per cent of situations in which the child must be made to accept adult judgment. In one home the word "whim" has been so used in connection with demands of both parents and children, that it is recognized as a matter for a smile rather than a tussle. At none of these points did the word create the desired behavior in the children. That behavior had to be demonstrated, secured by trial and error, practiced, rewarded, just as the tricks of a dog are learned. It would be naïve to expect that because trained dogs will stand up when given a verbal command, then other dogs ought to come to do so if only commanded often and earnestly enough. That such a theory should have dominated character education for so long, seems, in retrospect, amazing.

It appears then, that *what has gotten into a child must be conceived largely as habits.* Little Peggy may have been wiser than she realized when mother sought to impress a moral lesson at the circus. "See how those horses and lions mind the trainer!" said mother. "Why don't you do things quickly as they do?" "Perhaps I would" said Peggy, "if I had been as well trained as they are!" It is possible to define many of the habits which seem desirable for

children. Dr. Andrus has given an inventory for children two to five. She mentions such items of social and moral behavior as: "taking off outer clothing, putting on smock, starting willingly at work;" "sharing materials or playthings with any child;" "showing friendliness toward all members of staff, e.g., smiling, greeting, talking to, etc.;" "washing himself without help;" "taking interference by other children good-naturedly;" "placing hand over mouth when yawning, coughing, or sneezing, etc."

The technique of building such habits is so familiar and so simple to state that it is hard to appreciate the difficulty of putting it into operation. Given the situation in which the child is to respond, *it should be made as easy as possible to do the right thing*. Low hooks, and carefully arranged cupboards may be as truly parts of the habit of putting things away as are the nervous and muscular connections in the child. Given such a situation, the right response facilitated so far as possible without making the situation unreal, wrong responses must be discouraged until a right one can be rewarded. Usually the best annoyance in eliminating undesirable responses is to insure that nothing happens as a result. Often getting no results is more annoying than a rebuke. Usually if disapproval is needed at all, a mild look of disappointment will be as effective as a tirade. If the child doesn't care about the approval of the particular teacher, neither will matter much. When the right response is hit upon, it must work. That is, it must prove effective in bringing the child something he wants. It makes the situation *more real and life-like if that satisfaction can grow out of something inherent in the nature of the situation*. To save time for play by

dressing quickly is much more in the nature of things than would be the winning of a piece of candy by such efficiency. The first practice does not, of course, fix the habit. Many repetitions may be needed. Backsliding may occur. Short-cuts may be sought. But the process is simple. Eliminate the less desirable responses; get the right one practiced with satisfaction.

When a good habit has thus "gotten into that child," it is still a very limited, narrow, and definite little habit. The child whose neatness consists in putting away crayons at school, may or may not hang up pajamas at home. The use of a word like "neatness" is rather misleading. It raises false hopes. It suggests that the habit overflows its banks and irrigates a whole area. That apparently doesn't happen. Peter may have learned not to snatch other children's blocks, but he may have made no apparent progress in sharing a treasured picture book with his younger sister. Hartshorne and May have demonstrated in conduct tests that truthfulness, co-operation, helpfulness, and self control, tend to be made up of very limited and specific habits. *The child who cheats in one class may be quite honest on the playground*, in another class, or even in the same class a little later. Newcomb followed boys in a summer camp, collecting thousands of incidents of good and bad behavior. Still the tendency for any boy to be consistently talkative, or modest, or energetic, or independent, or dominating, or impetuous, or persistent, was little better than chance. The facts lead to the conclusion that moral habits tend to be limited, choppy, and discontinuous. Character traits, in a general sense, are figments of our idea of character rather than actual in children's

behavior. Even in adults, one may be constantly surprised by inconsistencies. A man may be unselfish with his children but heartily in support of imperialistic activities by his government. A child may learn to be as thrifty as all the Scotch about clay and drawing paper, but never in the course of his life show much concern about waste through vocational maladjustment or the advertising of luxuries. He may learn to pass the biggest piece to others, but hardly consider such behavior if it means stock in a promising monopoly. The habits developed in school will have to be regarded as functions of school situations, and words like "generosity," "truthfulness," and "thrift," used very sparingly.

In unusual situations human beings occasionally think. This is exceedingly important. Habits are ruts. The old ways might go on indefinitely if there were no changing situations, conflicting cues, and mixed up standards. Every creative leader has been one who has managed somehow, to avoid the fixed habits the good teachers of his generation would have been glad to impose upon him in youth. Few habits are good for all situations. *Every virtue, taken too seriously, becomes vicious.* Hence it is no object of modern character education to get into the child a completely finished set of habits which will take care of all his moral problems. Every moral problem that is worth thinking about, has something to be said on each side of it. Some desirable habits must one way, some another. There must be thinking, weighing, and choice. Education for intelligence in dealing with each new situation is more important, so many believe, than education which binds up individuality with prescribed habits. There is need for judg-

ment, discrimination, creativity, and freedom to get into that child, somehow.

Several techniques seem to promise help at this point. One of them leads good teachers to call attention not to the goodness or badness of children, but to the consequences of the action. Suppose *Helen divides her apple*. Instead of saying, "What a fine little girl. So unselfish!" it is possible to say, "That seems to be a good idea. Now Helen has some, and Marjorie, too." Suppose *Stuart decides not to take turns on the swing*. Instead of calling attention to Stuart's deplorable inner state, it is possible to note that the plan didn't work very well, the other children grew angry, fights came, and nobody had a good time. The idea is that *the youngsters should see effects flowing from their acts*, effects desirable or undesirable, but always realistic. Then in future situations they will be better equipped to decide what is likely to happen. One of the few verbal helps to morality which seems to me to be justified among younger children, is this question, "What do you suppose will happen if you do thus and so?" Then let the action take place and the consequences follow along. Check up. Did the child see truly what would happen? Will he predict better next time? Is he growing intelligent about the results of his acts?

" 'Tis not by guilt the onward sweep
Of truth and right, O Lord, we stay,
'Tis by our follies that so long
We hold the earth from heaven away."

—SILL.

In summary, it has been shown that despite vast ignorance of the true nature of character and of learning, it is possible to give some answers that are practically helpful in understanding "what has got-

ten into that child." We emphasized some of the adjustment patterns which were once ignored because they didn't stir up the anger of teachers. It has become apparent that troublesome problems, very little affected by schools as a rule, may root back in a far-reaching social setting. We have noticed that what gets into the child depends very little upon stories, talks, conversations, and mottoes, but very much upon the ways of living which are consistently practiced. We have entered into the demand for a type of education in character which shall be more creative than puppy training. As the arts have found a new realm of joy through the liberation of the intelligent activity of the child, so in the greatest art, that of living, we would plead for a chance to create new patterns. In such creation, knowledge of the consequences of behavior rates far above knowledge of addition or spelling or flag salutes.

There is just one more area in which it seems important to stress the contribution of the schools during the early years of childhood. It probably is more important for children two to seven years of age than any of the aspects of character so far considered. It sets the whole tone of the individual's living. It is the *vague attitude of mind and body which determines what a child expects in life*. Habits of saying, "Good morning" to the teacher may be outgrown, but attitudes toward teachers—what they are good for—may persist. Particular offenses against the peace of the classroom may be re-directed, but of major significance is the demand for easy success in attention-getting which may lead a child to try the short-cuts of delinquency. There is an unhealthy craving for praise which may grow out of rela-

tions of a child to adults who are too cold and undemonstrative or who are too sentimental, appreciative, and gushing. More important, perhaps, than attitude toward schools as such, is the expectation which gets set up in a child that new experiences are fearful or are zestful. More important than success or failure in particular projects or pageants or pictures, is the tendency to take matters half-heartedly or, perhaps, to go whole-souledly at whatever comes in the day's work. In the contrast between dependence and independence is found another of these general "sets" of personality. Without some trust and personal response, the teacher can give the child little. With too much of it, the teacher may do more harm than good. A young child, all hot and bothered, is a temptation to pour forth the sympathy which, as with the Tajar in Jane Ward's delightful tales, is all that is necessary to make them give up completely.

Finally, I would call attention to a pervasive attitude toward conflict situations which I believe can be developed in young children. Disagreements, fights, struggles, contests with law and order are part of the regime of growing up. How are these to be met? There are two common attitudes. One is the "I win, you lose" type. The other says, "Let's both win." Above all else that I wish for the character of a child, I should place his expectation that, in any conflict, there is a possibility that some way can be found which will work out to the advantage of everyone concerned. The idea is *to keep one's cake and eat it too*. That is what intelligence is for. Whenever a struggle of child with child, or child with teacher, or teacher with teacher, or any of these with the limitations of reality occurs, the

mood I seek is a cooperative search for some solution which will give everyone as much as possible of what he wants. This turns quarrels into quests. Morality is not a tug of war but an adventure. The solution when found, is not a matter of words. It need never go down on paper. It must be lived out artistically. Behind the experience remains a residue of influence upon future expectations. Principles and laws are no longer impositions. They are, like rules of an invented game, part of the scheme for making it more fun to go on playing. Among all persons concerned, this expect-

tation creates a sort of over-arching friendliness. Opponents are but fellow-conspirators in the delightful enterprise of making the most out of living.

Most of what I have been trying to say is but a psychologist's tracing of the goal set in Symington's words:

"These things shall be! A loftier race
Than e'er the world hath known shall rise
With flame of freedom in their souls,
And light of knowledge in their eyes.

Nation with nation, land with land
Unarmed, shall live as comrades free;
In every heart and brain shall throb
The pulse of one fraternity!"



DELEGATES FROM AFAR

Josefita Monserrate, University of Porto Rico; *Clara H. Brenton*, London, Canada; *Mary V. Gutteridge*, Kindergarten Training College, Melbourne, Australia; and *Katsu Namikawa*, Omi-Hachiman, Japan, student at Miss Wheelock's School.

Laying the Foundation for the Use of Books

MARJORIE HARDY

University of Chicago

ONE of the most outstanding changes that has taken place in the new primary curriculum is in the field of primary reading. Under the traditional curriculum the importance of reading was emphasized to the extent that it was, in the mind of the teacher and inevitably in the mind of the child, an end in itself. Today the importance of reading is just as great if not greater in the mind of the teacher, but her better understanding of it throws on it a new light; a light in which she recognizes the ability to read well as merely one of several desirable acquisitions of the child. These acquisitions which are all equally important for the child's voluntary, intelligent use of books are:

1. Some intellectual interests.
2. A knowledge of the different kinds of books.
3. The right attitude toward books and reading material.
4. Some taste in reading.
5. Ability to read easily and well.
6. The ability to use books according to a purpose.

Laying the foundation for the use of books then, becomes the responsibility of the kindergarten-primary grades rather than merely making it possible for the child to learn to read. Although use of books is the big objective, the teacher does not set about preparing the child to use books in the sense of his

mastery of units of work, but rather gives him experiences with books and reading suited to his immediate needs. She knows that the experiences which the child is given will awaken new needs, which, when fulfilled, will result in tools for later achievement.

In living up to this principle the teacher needs to adopt an activity curriculum. She must create in the school room an environment that will encourage individual child growth and follow a program that will allow time for really living to the fullest in that environment. We have often seen the school that believes in this but that is so eager for early maturing of the child and for results in the form of skill that the entire time is given over to getting such results to the exclusion of understandings and attitudes which are the results of having the experiences that an enriched program of activities affords.

Let us review the practice primary teachers are following today in putting opportunities for growth in the child's way and in helping him to get the things he needs to have and to take to books. First of all the child is given time to become aware of and interested in things about him in and out of school. Situations arise or are created as a result of this interest in things that make necessary and natural, group and individual problems. These are the interests

around which all the school work centers—the means of widening the child's horizon and giving him ideational content—a prerequisite to all reading; he must be interested in things in order to be ready to think about things either with or without books. Thus he almost unfailingly develops some intellectual interests.

Then the child is given time to find out that there are many kinds of books—poetry, realistic, fanciful, etc. before he is expected to read those books. Thus our second necessary acquisition, knowledge of kinds of books and material is being attained.

The child is given time to handle books that are in the school room. He must be encouraged to bring books from home, to present to the group a book he has found which has in it something that relates to interests he has or that is of immediate interest to the group. In this way he has opportunities to acquire favorable attitudes toward books.

The teacher provides time on the program to talk about and to read books shown. Comments made by the teacher in a natural way help the child to find a standard of judging the relative worth of material and books. Thus, he almost certainly develops an early taste in reading and books.

If the child is to continue to have the interest in reading which the teacher from the start helps him to build up, it is of utmost importance that his reading ability shall not be forced. He must be given time to find himself in relation to reading in a way that does not upset his emotional bearing. It is common practice to let the activities form the substance out of which the child's first reading material grows. And there is certainly no better way of encouraging

in the child the habit of living in the content of the reading material. Changes in the child's reading behavior indicate to the teacher the procedure to follow and the material to present. The teacher must guide and then follow, and if the content of the reading material meets the child's needs, interests, and capacities, there will be no danger that he is not living in the content of the reading material. Out of this meaningful beginning the child learns to read understandingly.

Just as the child is given time to find himself in relation to reading, just so is he given a chance to become aware of related reading material and ways of using it according to a purpose. The centers of interests in the activity curriculum give the teacher the opportunity to foster this awareness; these interests form the substance to which books may be introduced as containing related material.

In doing this with my own children I have two book tables. Upon one table is a miscellaneous collection of books. Upon the other are books containing stories, poems, or informational material related to the topics of immediate interest. The majority of the books are put there by the children who have found the related material. Long before the child could read he found related material from illustrations he saw as he looked through a book. And at this early period I frequently seized opportunities to use books in the following way: I used the table of contents, turned to the right place and read, selected, and appraised the material read according to the purpose. Very soon the child wanted to do this for himself when the occasion demanded it and he did so, with the teacher's help, until the

time came when he acquired some independence in this ability. A wide variety of good material is essential for this procedure. Nothing hinders so much as the use of merely one or a very meager number of books known as texts.

Reading, then, becomes a part of all activities. Since the child must acquire new concepts which he must have before he reads factual or informational material, it is again necessary to mention the importance of time as an important factor to be considered in the attaining and readiness for related reading. That is to say that instead of exposing the child to different types of material and teaching him to read that material, he is led through four steps, and the new related reading material is used as he is ready to take the fourth step. The development of each new concept and readiness for related reading in connection with the subjects taught involve the following steps:

1. *The situation*—created as a result of a new idea, fact, or understanding involving a new vocabulary. This situation, it may be said, came from an experience in connection with an activity.

2. *The oral language*—the discussion of the idea or facts. This affords the child an opportunity to have ideas clarified through "talking it over" and using the new vocabulary orally—hearing it and saying it.

3. *The written language*—the group composition recording ideas gained or facts learned. This affords the child an opportunity to organize his ideas and to see them in printed form. It especially gives him an opportunity to see the new vocabulary as he uses it to express his thoughts.

4. The *use* of this and new related reading material to a purpose and the presentation of new related reading material.

If there is one thing that is helping a teacher more than anything else to make possible this program, I should say it is the support and cooperation of the school, the supervisors, and the parents. In the first place support and cooperation from them not only make possible the right physical aspects of the environment but provide time and make possible right living in that environment. In the second place it is the realization that she has support that helps to give the teacher emotional balance. If this emotional balance is lacking in the teacher, merely through chance does the child acquire the right attitudes, habits, and abilities upon which use of books depends. How can a teacher expect her children to have the right attitude if she herself does not have it? Attitudes are basic. In the third place there will be emotional balance on the part of the child—an important element of the learning capacity and a result of right environment and of the teacher's emotional balance. Those of us who have carried on case study know that a great deal of the difficulty encountered in learning is caused by emotional disturbances traced to the home or the school. Again, attitudes are basic.

We are supporters of the cause of individual child growth. It is for us, then, to show those who would be and who should be aligned with us many reasons for supporting the activity curriculum and may this be one—That we must have it for laying the foundation for the use of books.

Social Studies

RUTH L. BRISTOL

Supervisor, Ann Arbor, Michigan

SUCH radical changes are taking place in the schools of today that we are prone to think that change means progress. We must face the exact state of our progress, honestly try to define it, and then enthusiastically and sincerely go to work to bring about greater progress.

In the kindergarten, first and second grades, the child's day is a much more completely unified experience than is true in any other part of the school. It is of the utmost importance that it remain so and become even more perfectly so. It is not difficult to show the relationship between the social studies of these grades and the social studies of the upper grades. To learn to respect the rights of others in the lower grades has a real bearing on respecting the rights of others in later stages of development. This continuity is of great importance but we must not break up the child's day and confuse his growth in understanding by an endeavor to find the exact pigeon hole into which social studies fits.

The most striking characteristic of the social studies in these lower grades is that they *are* the chief interests of the children and therefore supply the center of his day. They seem to compose the chief subject matter of the lower elementary grades, the group interests, whatever they be at the time—supplied by the excursions or by the incoming stream of fresh experience however it comes.

They include in general:

1. Community experiences
2. Nature experiences
3. Experiences with law
4. Experiences with literature

I should like to divide my remarks into two classes—past progress and prospective progress, making no pretense of covering either subject completely.

PAST PROGRESS

The mere fact that, increasingly, social studies with their "discussion" periods, "excursions," and "activities" are taking their place in some of our schools is progress. This is evidenced by the number and value of the magazine articles pertaining to social studies, to the number of new curricula and new books for children that are appearing. Three years ago it was almost impossible to find material for children to read in connection with projects.

Progress is evident in the changed character of report cards. Initiative, creative expression, persistence, cooperative habits, are all taking their places on reports to parents.

The subject matter of projects has improved. The Eskimo, the Japanese, and other experiences for which first and second grade children have not sufficient background are disappearing from first and second grades. People are realizing the wealth of direct experience that will give the child the real foundation of

intelligence he needs before he can understandingly step out into the far away. A psychologist recently told me of a study she had made of the meager, faulty knowledge of normal school students with regard to common things that every kindergarten, first and second grade child could learn by means of direct experience. We go far away long before we have learned sufficiently that which is close at hand and valuable.

Progress has been made in the spread of the informal classroom. First and second grades are becoming more like kindergartens. In the chief cities of Michigan, outside of Detroit, you will find in first and second grades tables and chairs, activities periods with kindergarten supplies, experience reading, and excursions.

PROSPECTIVE PROGRESS

For the most part, the execution of our theories and ideas lies ahead. Progress after all depends on the individual teacher. To what degree can she learn exactly what behavior on her part will bring about the desirable behavior in the child? The real problem of our future progress is learning the technique of teaching by means of careful observations of individual children.

There is too much thinking, planning, judging by the teacher on the problems by which the children might learn and too little thinking on her part as to the real problem—how to get children to thinking, planning, and executing problems real and vital to them.

In trying to answer a very few of the problems involved in the teacher's part of the experience, let us follow through the actual procedure of a project from its inception to its end.

First, as Dr. Dewey made so clear

years ago, there must be an impression—a period of stimulation, approach, readiness. There must be experiences which stimulate curiosity in the child—make him wonder about things, look at things alertly with a desire to find out, to do. There are occasions when no stimulation is needed from the teacher. Her problem, then, is to appreciate that and allow a natural born interest to grow.

A constantly moving body of new experiences having characteristics that interest and attract the child and thoroughly within his comprehension should be coming into his life. To see that this broadening experience comes is the teacher's business.

The young child is attracted by color, life, movement, and variety. He is interested in the activities of men, animals, nature, and objects about him. He has so much to learn that he is wise enough to want to gain a great many impressions about many, many things but he does not want to analyze carefully.

This period of stimulation, of approach, is emerging as an important and delicate bit of the necessary technique. I use the word delicate because it is at this point that the teacher's real artistry may appear. It seems easy to do false, unnatural, unreal, and therefore unimportant things in school. Therefore the approach the teacher makes must be a real, honest, simple approach given sincerely to a worthwhile experience.

The most important means in this period of stimulation is the excursion. The laboratory of the kindergarten, first and second grades is the real world: We must get out together to visit the farm, the post office, the fire station, the woods, and a hundred other places. This done thoroughly would provide more stimula-

tion than we could possibly keep up with. In the schoolroom there should be a variety of changing objects of interest such as children's pets brought from home. Pictures and books and visits to other classrooms all provide stimulation.

When the first period of approach is over the problem of stimulation is not solved. If possible children should have opportunities to make return visits to answer the questions that naturally arise if they do anything with the experience.

The discussion period presents the next problem to the teacher. If the experience, the impressions the children have received are not real enough to produce spontaneous conversation—then children are not ready for a discussion period. I have seen many adults try to drag expression from children who had no expression to give. If my children did not burst into conversation I would provide more experience, feeling that no impression had been made.

The activities period is the opportunity for the expression of ideas received in individual, manual, and active ways. Of course the same rule holds here—no impression, no expression. Children should be shown many possibilities but if the impulse does not come without coercion we must go back and make the impression deeper by means of more experience or provide a new impression. The children must develop the project in their own way which is usually the play way. The following project emphasized this point:

These children went with the teacher to visit the market. The market ranges itself on two sides of the city hall with its high steps on four sides and its town clock with four faces. A farmer gave every child a small pumpkin to

make a jack-o'-lantern. When the boys and girls got back to school they played market. Four blocks were stuck up for the courthouse, blocks were used as wagons and there was very little produce but they played joyously. The next morning the subject of discussion came from the children spontaneously and enthusiastically, "I'm going to build the city hall." This discussion was not long because everyone was so eager to work. After the boys and girls had made their things they had to play at once to try them out. So it went—each day improvements were made and then tried out. Enthusiasm fairly *flamed*. Finally there was a court house in the center, built of blocks with four flights of stairs and a clock with four faces. There were wagons and automobiles of all types backed up to the curbs. Everything ever seen in a market was there. Some of the flowers and vegetables made very elaborately and some simple and crude—there was paper money and exceedingly active trade. Each farmer tried to out-do the other—their methods of handling the poor purchasers were amusing. One day there were some very lovely chrysanthemums but all had been sold and when one of the teachers expressed a desire to have one, a small farmerette said anxiously "I'm sorry, I haven't got any more chrysanthemums today but I'll grow you some by tomorrow." The teachers tell a joke on me in connection with this project—one day when I was shopping in the market, a small boy followed me, tugging at my skirt and saying—"Lady you forgot to pay me for the flowers."

The play grew every day—houses made out of chairs or a corner petitioned off by desks appeared, and ladies, men, and children went eagerly to the market. Children and teachers from other schools and other rooms came in at recess and other times and played too, bearing home their purchases proudly. No technical help was given and the children in the groups were not unusual.

It seems to me that progress comes about best when children make their improvements a little at a time as they carry on the activity absorbing them. Doing the things they are interested in doing is then leading interest and that must be done quite immediately almost without things if they are really to want to improve and perfect the activity as it progresses.

Most teachers would be helped by putting themselves through a series of very specific questions. Here are some that I believe the teacher should ask herself.

Excursions

1. Do you have at least two excursions in a month?
2. Do the children behave courteously and wisely on excursions?
3. Do you discuss safety and courtesy rules before leaving the building? Do you and the children work out definite forms of behavior before leaving the building?
4. Do you have a discussion before going, when such a discussion would awaken curiosities and help the children to see more than they otherwise would see?
5. Do you have a discussion of what was seen, after you return, when such a conversation seems wise? Are the children too fatigued after the trip to talk profitably? Is the discussion started by the teacher?
6. Are excursions looked forward to and referred back to in worthwhile ways by the children?
7. Do children suggest excursions?
8. Do you have several excursions sometimes in the working out of one project? Do the children want to make return trips to find answers to their questions?

Discussion periods

1. Are the children seated close together? so that participation by all is easy?
2. Is every child quiet and attentive to the person talking?
3. Is the period short enough for children of kindergarten-primary age? (*Note: If the children grow restless, the subject does not interest them or the period is too long.*)
4. Do the children talk to each other? (*Note: The teacher should be a member of the group and be addressed as is most natural. The conversation or discussion should not consist of children making remarks to the teacher. Sometimes, in order to break this habit, it is necessary for the teacher to sit at the back of the group.*)
5. Do a majority of the children talk during the period?

6. Do the children show indications of genuine interest in the subject? Is this shown by eagerness to talk, ask questions, and by alert expressions, absorption, and a desire to express themselves in some way?
7. Is the program so arranged that children can talk when they are full of something to say? (*Note: Kindergarten-primary children cannot hold ideas and interests as long as older children. It is important that they should talk in order to develop language skill, therefore, periods of talking should occur, if possible, when the children talk most spontaneously.*)
8. Are the children growing in ability to talk about one subject? (*Note: It is natural for them to have short, individual, somewhat scattered thoughts. The best way to help them grow into an ability to stick to a subject is not usually to crush out other ideas but to try to give them such a vivid experience that they naturally stick to the subject.*)

Activity period

1. General criteria:

- Do the children play with things they have made, such as stores, postoffices, churches, playhouses, and farms? Sometimes more valuable learnings come from the play than from the construction although adults are prone to value the construction more.
- Are the problems within the child's ability to solve?
- Is the organization within the child's power to work out?
- Is there conversation and discussion resulting from genuine experience and thought provoking situations?
- Do the majority of the children use all of the materials at some time during the year?
- Do they develop some skill in using wood and tools, paste, crayons and in sewing?
- Do you succeed in getting many of the group to express creative ideas?
- Do you succeed in getting many to work creatively when a suggestion has been made?
- How many imitate the ideas and work of others?
- Do many have to be directed?

2. *Organization of activity period:*

a. Do groups form in the most natural manner—associated by the purposes that are absorbing them? (*Note:* This would seem to mean varying conditions. Sometimes, an entire group may be working on a farm, playhouse or postoffice project, sometimes on the second or following days, in the development of a project, certain individuals may acquire purposes or interests that they should be allowed to carry out. On these days a group may be working on the class project—a group may be interested in working with clay and all the others may be carrying out individual interests, making boats, dolls, pictures or any other objects worth while to them.)

- b. Do all children get experience as leaders with increasing responsibilities, so that they grow in power as leaders?
- c. Do all children have experience in co-operating with leaders, and is time taken to discuss intelligent cooperation and its values to them?
- d. Do all children need to take turns and share materials and tools and are these situations actually helping them toward thoughtful, unselfish behavior?

3. *Hygiene of activity period:*

a. Are the children engaged in work and play that keeps them physically active?

bending	carrying
walking	sawing
lifting	standing
pounding	

- b. Are the children joyously absorbed in the activity?
- c. Are there signs of strain, worry or fear?
- d. Is the air fresh and moving?
- e. Is the floor clean, free from dust? (*Note:* It is natural as breathing for young children to work and play on the floor. The floors of all kindergarten primary rooms should be cleaned carefully and often.)

4. *Subject of work in activity period:*

a. Is every child either engaged in carrying out a purpose which he has undertaken, or is he engaged in activities

that will probably help him to acquire a new purpose? For example—looking at other children at work, looking at objects or books, or talking with children or teacher?

- b. Is every opportunity and incentive afforded each child to form and express creative ideas?
- c. Is every effort made to expose the children to new objects, places, pictures, and books, likely to provoke purposes?

5. *Habits during activity period:*

a. Do the children help and receive help from each other?

b. Do the children share equipment, tools, materials generously and pleasantly?

c. Do the children spontaneously take the teacher as partner, asking her help and suggestions in addition to their own judgments?

d. Are there suitable places for all materials and tools to which the children have access independently in getting out and returning things to their places?

e. Do children learn to care for materials and tools? Do they clean brushes properly, put away and keep in condition clay and paste and clean up paint boxes and other articles?

f. Do they grow into independent ability to do these things?

g. Do they on the first day learn to use materials and tools, each in its own neat, orderly way? Do they grow in working in a neat way?

h. Do they grow from week to week in the skill of their work? (*Note:* Since the matter of first importance in kindergarten-primary is to arouse purposes and encourage creative ideas, it is, therefore, unwise to over-emphasize skill when that induces fear likely to inhibit expression. Here the teacher has a difficult balance to maintain.

Reading activities connected with social studies

a. Does the group work out a plan for any new project they are undertaking? Do you print or write their plans in a simple way, which they can read and hence be helped in reading skill?

b. Do you have such work or descriptions of children's experiences composed by children, mimeographed so that they may make illustrated booklets?

- c. Do you make any seat work connected with social studies, such as: "YES NO" questions, riddles, "fill in right word," etc.?
- d. Do your children make individual stories and poems as a result of their social studies experiences?
- e. Do your children bring in from home or library, books connected with subjects discussed in school?
- f. Do they suggest reading certain books, poems or stories?
- g. Do they show signs of interest in reading books home, that the school project has stimulated?

Dr. Blatz set up the development of judgment, decision, and persistence as the chief desirable outgrowths of the school. Social studies experiences offer most possibility for this growth.

School Visiting in Rochester

Visiting schools was made a most delightful experience by the careful planning of the committee in charge and the courteous cooperation of the city principals and teachers.

One feature which contributed much to its value was the provision made for seeing all the activities of the schoolroom and their development through the kindergarten and first three grades. A choice was given of American, foreign, and semi-foreign schools. All the forty-three schools of the city were open to visitors. The discussion afterward was led by the principal or a head teacher in each school.

The following are some interesting points gathered from the Rochester schools:

1. Identical training for kindergarten and primary teachers since 1920. Teachers rotating during their three year probation period before being permanently employed leading to very close coordination of these grades.

2. Provision made for large, beautiful rooms in kindergarten. Equipment being speedily installed in both kindergarten and primary grades.

3. Careful canvassing of the school districts for kindergarten children causing practically every child to have kindergarten experience.

4. A school nurse and a school visitor in every school.

5. Use of intelligence tests in kindergarten to determine promotion to first grade. These tests being given by experts from the child study department—no tests given by the teachers. Use of this department by teachers for special cases.

6. Separation of the children into groups. Emphasis on individual growth. Groups in the grades called "Reading Clubs," etc., with names suggested by the children. Interest of all the children in the progress of each child in his group.

7. Record-keeping as begun in kindergarten carried on through the grades adding other data suited to the growth of the curriculum.

MARY M. EAKIN,
Kindergarten Teacher,
Pittsburgh, Pa.

News from the Field

State, National and Student representatives who attend Delegates Day remember its festive character, its beautiful traditions and its lovely pageantry as a gala event in a stirring week. The chairmen of Delegates Day remember it in this way also, but they have a special thrill in the varied and surprising State reports that have been pouring in during the preceding weeks. Owing to our vast numbers, it is no longer practical to have these reports read from the platform on Delegates Day. Once again Childhood Education steps into the breach and takes over the good offices of recorder and informer; so that you may read for yourself these concentrated reports of progress, problems, needs, and gallant endeavors that make these reports of interest and inspiration to us all.

MAY HILL AND FRANCES KERN,
Chairmen of Delegates Day, 1929.

Connecticut: The State Association has 123 members. A State directory has been compiled showing 283 kindergartens and 448 kindergarten teachers; a gain over last year. Nursery Schools are reported in New Haven, Hartford, Bridgeport, Watertown, and Litchfield.

California reports a California Kindergarten-Primary Association with a membership of 1820. Its biggest achievement for this year has been securing the interest and membership of primary teachers. Its special problem for the coming year is the articulation of kindergarten-primary grades and the necessity for making kindergartens a compulsory part of the public school system. The State possesses 14 nursery schools and a growing program of parental education.

District of Columbia: The Washington Kindergarten Club reports a Mother's Club for each kindergarten, and parent participation in children's excursions and other aspects of classroom activities. This club also expresses its need for larger and more adequately equipped classrooms.

On December 7, the District of Columbia Kindergarten Association celebrated the thirtieth anniversary of the establishment of kindergartens in the District. This Association reports 75 kindergartens for white children with 3025 children enrolled and 37 kindergartens for colored children with 1494 enrolled.

Georgia: The Atlanta Alumnae Club has cooperated with the Atlanta Kindergarten Alumnae Club in an effort to obtain legislative action to insure the passing of the kindergarten bill.

Illinois has a State Kindergarten Primary Association, which is working with similar groups in its cities to foster pre-school education. No community in the State reports a decrease in kindergartens and a questionnaire sent to superintendents shows that the slow growth of kindergartens is due to lack of funds rather than lack of interest.

Indiana: The I. S. K. A. reports a membership of 275. Ten new kindergartens have been opened this year. There is a private nursery school in Indianapolis and one at the Purdue University. A number of cities are carrying on extensive programs in Parental Education. A Research Committee is studying kindergarten curricula throughout the State.

Kansas is justly proud of the results of its Extension work in the State. When this work began, there were only 40 or 50 kindergartens in the state. In the past two years it was increased to 220 and there are now 321.

Maryland: The Baltimore Kindergarten Primary Club and the Maryland Association for Kindergarten Extension are continuing their work towards meeting the educational needs of the pre-school child and the establishment of clinics for atypical

kindergarten-primary children. In order to secure kindergarten legislation, efforts have been made to educate parents to the need for an adequate pre-school program in the state.

Massachusetts: The State Kindergarten Association has held two meetings during the year, one at Worcester and one at Boston. There has been an increase in membership among primary teachers and elementary school principals. Through the publicity committee and the field worker, much has been done to further kindergarten work throughout the State.

Michigan has devoted its efforts to uniting the nursery school, kindergarten and primary teachers of the State into one organization. By next October it is expected that there will be a State Association, uniting the members of the International Kindergarten Union and the members of the National Council of Primary Education, which will strengthen the work of all elementary teachers in Michigan.

Minnesota: The M. S. K. A. is composed of 8 active clubs with a membership of 600. Throughout the State the number of kindergartens has remained the same, except in St. Paul where lack of funds has caused merging. There are about 20 nursery schools in the State, mostly private. Parental Education is carried on largely through Parent Teacher Associations.

New Hampshire: There are over 60 kindergartens in the State besides several that are privately supported. Peterborough has a nursery school. The kindergartens enjoy their affiliation with the Parent Teacher Associations.

New York: The New York State Kindergarten Association has thirty branch organizations aggregating 1518 members. The increase of kindergartens has been normal. New kindergartens have been opened in some of the consolidated rural schools and in several instances, kindergarten activities have even found their way into the one-room rural school. It indicates a recognition of the educational needs

of the five-year-old child wherever he happens to live.

North Carolina reports that its State Department of Education has invited the kindergartners to plead their cause before the supervisors and superintendents of the State. From this meeting great results should come.

Ohio: This State Association numbers 316 and has strongly expressed its desire for a field secretary to rouse interest in the need for kindergartens in the small towns and rural districts. Columbus, Cincinnati, Antioch and Cleveland have nursery schools. In Cleveland the nursery school program is placing a strong emphasis on parental education.

Pennsylvania: The Lock Haven branch of the I. K. U. reports an unusually busy and prosperous year with parties, puppet shows, bazaars centered on increasing interest and membership in the I. K. U. These activities have been successful and four delegates will represent the Club at the Rochester convention of the I. K. U.

Rhode Island: The Rhode Island Kindergarten League has 50 members and belongs to the Parent Teacher's Association and to the Federation of Women's Clubs. The League has contributed three scholarships, one to the Rhode Island School of Design, one to the State College, and one to the Women's College of Brown University.

Vermont: The Kindergarten Association of Vermont has joined with the Primary Council and the two groups have enjoyed a profitable conference and Round Table together. The kindergartners feel that this is a distinct gain, especially as their great need is to convince school systems of the value of kindergartens.

Washington: Seattle reports the addition of three more kindergartens and hopes eventually to have one in every elementary school. There are now 33.

West Virginia has public school kindergartens in Charleston and Fairmont. There are also several kindergartens in the outlying districts which have been provided for

by a state law which calls for the establishment of kindergarten classes upon request.

In 1923, Charleston started with two kindergartens and others were added until now there are eight white and one colored kindergartens.

Fairmont started the work this year with several kindergartens.

Although the number of kindergartens is small, there is a growing interest throughout the State which should mean more kindergartens for West Virginia.

The Charleston Kindergarten Club was organized this year.

Wisconsin: Wisconsin State Kindergarten Association with its membership of 212 voted at its annual meeting to invite primary teachers in the State to organize with them a joint kindergarten-primary association. 500 kindergarten-primary teachers attended our second Annual Luncheon. We are also cooperating in making a curriculum study. The Second Section of Kindergarten Curriculum Material on the Four and the Five Year Age Levels has been prepared by the Committee

on Education. With the help of the Parent Teachers Association, we have continued our campaign for kindergarten extension. 19 kindergartens have been added during the last two years. Nursery Schools and courses in Nursery Education or Child Development are being conducted in State Teachers College, Milwaukee, and the State University at Madison, Stout Institute, Menomonie, and during the summer session at State Teachers College, Superior.

Wyoming: The Casper Kindergarten Club reports that every member is also a member of the I. K. U. and a subscriber to "Childhood Education." The Club meets once a month, and is working on a kindergarten curriculum. Before the kindergarten children of Casper are promoted to first grade, they are given the Detroit First Grade Intelligence Test. This year several of the first grades have had an "activity Period;" so the influence of the kindergarten is spreading upward.

NOTE: Porto Rico, Canada, Australia and Japan were represented on Delegates' Day but submitted no official reports.

Report of the Committee on Credentials and Elections

CONVENTION REGISTRATION

Total Registration.....	1149
States represented.....	28
Foreign Countries represented.....	4
States having largest representation	
New York.....	765
Michigan.....	80
Pennsylvania.....	65

DISTRIBUTED ACCORDING TO MEMBERSHIP

Officers.....	5
Life members.....	11
Committee members.....	35
Delegates.....	136
Associate members.....	653
Contributing members.....	8
Incomplete record.....	301

DISTRIBUTED BY EDUCATIONAL POSITION

Teachers	
Nursery-Kindergarten-Primary.....	553
Supervisors	
Kindergarten-Primary-Elementary.....	99
Representatives Teacher Training Institutions	
Undergraduates and Training Teachers.....	291
Administrators	
Heads of Schools.....	30
Superintendents.....	3
Miscellaneous.....	40
No information.....	133

The Business of the Session

Reorganization

The following report embodies the judgment not only of the Conferring Committee of the International Kindergarten Union but also representatives of the National Council of Primary Education and the National Nursery Committee.

In our beginning discussions we were uncertain as to the needs, the values, and the procedure, for bringing together the three groups, but out of our discussion there came certain discoveries and suggestions. It seems to us, therefore, as a committee, desirable from the standpoint of the work in the kindergarten field at large, and from the standpoint of our own organization, that we find a way of bringing into a closer working body the members of these three groups:

1. Because the psychology of the child for the years from two to eight reveals common needs that indicate the necessity of the closest possible integration of the work of nursery school, kindergarten and primary grades. In no other way can the better interests of childhood during these years be served.

2. Our normal schools and colleges of education have unified kindergarten and primary training in kindergarten-primary courses and departments, and have in several instances already introduced nursery school training in this unit. Many of our school systems have unified the supervision of the kindergarten-primary grades and there is a continuous general movement in that direction. Our teachers, therefore, with a common training, supervision, and an integrated course, need a national organization for professional growth, which professedly in name and purpose represents their interests.

3. Such an organization could bring a

greatly enlarged and more influential attack in promoting progressive nursery school, kindergarten, and primary work throughout this country, and in establishing kindergartens in communities which do not have them; and also in promoting nursery school extension and parent education.

4. The International Kindergarten Union, the National Primary Council, and the Nursery School Committee already have a mutual interest of major importance in promoting the magazine *CHILDHOOD EDUCATION* from the standpoint of material and finance. The International Kindergarten Union has carried, and is carrying, the heavy end of the financial load, however, and needs greatly the help that could be afforded by the other two groups, were there a closer working together.

5. The International Kindergarten Union, the National Primary Council, and the Nursery School Committee have also a common interest in the programs presented at the meetings of the National Education Association, and have already demonstrated the value and the practicability of the closest cooperation in planning and conducting these meetings.

6. The International Kindergarten Union, and through it the cause of childhood education, needs the more adequate support which a larger membership and a wider appeal to foundations and people of means would bring. We are confronted with the necessity of a greater income or serious retrenchment on our developing program of service.

7. A careful examination of the present membership of our own organization, our committee projects, and our annual programs, prove that we have developed

beyond the limited interpretation of the word "kindergarten" in our name, and beyond the statement of our purpose in the Constitution. We need, however, for the sake of the general public, and those nursery school and primary teachers who do not give the word "kindergarten" the broader interpretation of our own leaders, to make clear our larger purpose and work.

The committee with the assistance of the other committees already mentioned, in looking into the present organization of the three groups, found that the nursery school group was not organized beyond a National Committee, and had no constitution and no incorporation. The National Primary Council has an organization and a constitution, but is not incorporated. The International Kindergarten Union is not only much the oldest organization of the three, but it has a very definitely formulated constitution and by-laws, and is incorporated. It seemed desirable to begin with the most complex and definite organization and see if its constitution could be revised, so as to offer a working basis for bringing together the progressive nursery school, kindergarten, and primary teachers throughout the country. The committee, therefore, submits suggestive changes in the present constitution and by-laws of the International Kindergarten Union as follows, with the reservation that these be considered as suggestions only and with the understanding that the committee is entirely open minded and eager for further help and wishes to go on record as desiring another year, at least, to work out details and confer with the committees of the National Primary Council and the National Nursery School Committee, who have had no opportunity yet to submit this suggestive plan to their constituent groups.

NAME

Three names have received serious consideration:

(1) International Association of Nursery School, Kindergarten and Primary Teachers;

(2) Nursery School-Kindergarten-Primary International Council;

(3) National Council of Childhood Education.

The first of these names is most favorably regarded, because it is specific on the groups included, has the international scope immediately emphasized, keeps a certain drive on kindergarten extension by including the word, and maintains a certain identity with the International Kindergarten Union, which has become favorably known and has three branches in foreign countries.



THE EXECUTIVE BOARD

Sarah A. Marble, Recording Secretary; Caroline W. Barbour, President; May Hill, Vice-president; and Frances Kern, Corresponding Secretary and Treasurer.

PURPOSE

The purpose has been re-worded as follows: "The purpose of this organization shall be to gather and disseminate knowledge of the movement for the education of young children throughout the world; to bring into active co-operation all childhood education interests, including parent education; to promote the progressive type of education in nursery school, kindergarten and primary grades, and to raise the standard of the professional training for teachers and leaders in this field."

MEMBERSHIP

The committee has not thought through the details of membership sufficiently to make very definite recommendation, but the following types of membership were discussed:

1. Organization with individual membership fee, kept low and divided between local, state, and international organizations,—each member by payment of this fee becoming a member of the International Association and such organizations considered as branches.

2. Contributing membership—a sliding scale with one dollar as a minimum annual contribution and \$10.00 possibly as a maximum. There might be a sum between (\$5.00) to suit the resources of all.

3. Life membership fee—a very much larger fee,—possibly \$100.00.

4. Instead of the Associate Membership fee now paid it was suggested that a registration fee of \$1.00 be substituted for all who attend the annual convention.

It was the unanimous opinion of the committee that the voting privilege should be held, as now, by delegates from the branch organizations throughout the country, the number being fairly proportioned to the total membership of the organization, thus guarding against the danger of the locality where the convention is held holding the balance of power.

FUNDS

It was agreed that all permanent finds of the International Kindergarten Union should be held in perpetuity for the kindergarten cause for which they were given, and the interest devoted to kindergarten extension. It was also urged that steps be taken to raise a much larger endowment, the interest of which might be used to meet any deficit on the publication of the magazine, to finance committee work and the printing of committee publications, and to provide for a field worker for extension, a great need at this time.

HEADQUARTERS

It was agreed that the headquarters should logically continue to be in Washington, D. C., and that there should be an editor and executive secretary and such clerical staff as needed.

MAGAZINE

The present magazine, *Journal of Childhood Education*, should be the official organ.

MEETINGS

It was suggested that these continue to be two types;

1. For leaders,—Supervisors and Training Teachers,—in connection with the Department of Superintendence of the N. E. A.

2. For Class Room Teachers,

(a) One or two programs as provided for the summer convention of the N. E. A.

(b) A special convention similar to the one now conducted by the I. K. U. and at the time and place most desirable in a given year.

In conclusion, the Committee recommends that further conferences be held during the coming year, and that the committee report on its work in writing, and present such written report to the total membership of the International Kindergarten Union at least two months before the convention of 1930, in order that a vote be taken on the plan at that convention.

(Note: The following motion was passed unanimously by the delegate body of the International Kindergarten Union—

"I move that we approve the action of the Board of the International Kindergarten Union in appointing a committee to confer with similar committees from the National Primary Council and the National Nursery School Committee, on a plan for bringing together these three groups and that we approve the continuance of the Conferring Committee by the incoming Board, with the recommendation that the full plan be submitted in writing to the membership of the International Kindergarten Union, not later than two months before the Annual Meeting of 1930, in order that a vote may be taken on the plan at that time.")

EDNA DEAN BAKER, *chairman,*

*National Kindergarten and Elementary
College Evanston, Ill.*

Progress of Other Committees

The Committee of Nineteen recommends greater publicity to promote the sale of the book whose publication we sponsored, *Pioneers of the Kindergarten*. Since the Grand Rapids meeting a small beginning has been made in collecting letters and other data which will enable us later to give an historical report of the beginning and activities of the International Kindergarten Union.

The Committee rejoices in the current interest in parent education and is making some plans for cooperation with other agencies which are now promoting this type of adult education. It was resolved to undertake the study of the early work of kindergartners in Parent Education and carry that study down to the present time, with suggestions as to the future work of kindergarten and primary teachers in this field, including the available resources in such groups as the National Congress of Parents and Teachers, Mental Hygiene Association, and Trial Study Association.

The Committee has welcomed three new members who were appointed by the Executive Board, Edna Dean Baker, Mary Shute, and Margaret Holmes. With this reinforcement of our members and some possible new additions, we hope to be able to make a very distinct contribution to educational progress.

LUCY WHEELOCK, *chairman*,
100 Riverway, Boston, Mass.

The Advisory Committee has functioned, in its capacity of giving information, suggestions, and advice to the President and Executive Board, through correspondence and conference. It seems to the writer of this report that the President should feel at liberty to call upon any members of the organization for services of this kind, and that the Advisory Committee as such might well be discontinued.

ALICE TEMPLE, *Chairman*,
University of Chicago.

The Finance Committee has promoted the contributing membership of the International Kindergarten Union during the past year. The Committee has also assisted CHILDHOOD EDUCATION in a financial way by securing advertisements.

FANNIE A. SMITH, *Chairman*,
Bridgeport, Conn.

The Committee on Nursery School Education reports plans in progress for a job analysis of nursery schools, kindergartens, and first grades. Grace Langdon, vice-chairman of the committee, is working under the guidance of two Columbia professors who are specialists in job-analysis. Lelah Crabbs is developing a check system. The reasons for undertaking this plan are numerous.

First, it will enable nursery school, kindergarten, and first grade teachers to see where there are breaks in their curriculum; second, to see where these breaks are necessary; and third, whether they could be continued in the job if we were all prepared and equipped for it. In other words, I am hoping that it might lead to a new attack on unification, pointing out where there are differences and where there are agreements.

PATTY SMITH HILL, *chairman*,
Teachers College, Columbia University.

The Research Committee has divided its work into specific problems. Josephine McLatchy has directed the study of unification which, it is hoped, will be published with the cooperation of the University of Ohio. Two members of the Committee will speak on the Unification Conference in London in June.

BESSIE LEE GAMBRILL, *chairman*,
Yale University, New Haven, Conn.

The Science Committee hopes to learn, from the returns to its questionnaire, what are the difficulties and strong points of the nature work in kindergartens. We hope to

determine what nature material should be used and by means of a suggestive outline with bibliography and methods to provide something which the kindergarten teacher can use to assist her in giving to her children the contacts with nature which are the right of every child.

THEODOSIA HADLEY, *chairman*,
Western State Teachers College,
Kalamazoo, Michigan

The Committee on Teacher Training, during the past year, has attempted to launch a plan for work which would be inspiring, practical, and workable, and which might grow from year to year. The topics sug-

gested by members of the Committee resolve themselves into the following:

1. The formulation of a four year curriculum for the professional education of teachers of young children.

2. A study of experiments being conducted in training of modern teachers; (a) according to modern philosophy of education, (b) to carry forward this modern philosophy in progressive schools.

(Note: This latter problem was recommended for the work of next year's committee by the delegates assembled.)

WINIFRED E. BAIN, *chairman*,
State Teachers College,
East Radford, Va.

From the Report of the Executive Secretary

STATES CREDITED WITH THE LARGEST MEMBERSHIP:

New York.....	492 with Rochester	claiming—292
Pennsylvania.....	252 with Pittsburgh	claiming—161
Ohio.....	197 with Toledo	claiming—60
Massachusetts.....	171 with Fall River	claiming—22
	Worcester	claiming—22
Michigan.....	160 with Detroit	claiming—23
Connecticut.....	142 with New Haven	claiming—79
California.....	102 with Los Angeles	claiming—27

ONE HUNDRED PERCENT BRANCHES

<i>For three years:</i>	New Bedford, Massachusetts
	Fall River, Massachusetts
	New Haven, Connecticut
	The Sarah Gregg Kgn. Club, Knoxville, Tenn.
<i>For two years:</i>	The District of Columbia Kindergarten Club
	Camden, New Jersey
	Kansas City, Kansas
	Battle Creek, Michigan
	Pontiac, Michigan
<i>For the first time:</i>	Terre Haute, Indiana
	Wilkes Barre, Pennsylvania

CITIES REPORTING 100% OF THEIR KINDERGARTEN TEACHING CORPS

Marion, Indiana
Pittsburgh, Pennsylvania
Rome, New York

Pertaining to Our Publications

Childhood Education

Support given to CHILDHOOD EDUCATION by its Editorial Board, its Contributing Editors, and by its friends and subscribers is recognized by all who read the magazine.

This report of the Editorial Board will sum up only the most significant phases. Special topic numbers have been continued this year. Topics not covered in the preceding volume have been used, and, judging from the unsolicited comments which praise the material offered, this year has improved upon last year's effort.

The topics for this year have been:

September—Beginning the School Year Right.

October—Individual Differences.

November—Behavior Problems.

December—Reading, Language, Dramatization.

January—Records and Reports.

February—Equipment and Supplies.

March—Cooperative Organizations.

April—Social Studies.

May—Mathematics and Science.

June—Convention Number.

Special recognition should be given to the work of Laura Frazee for the number on Individual Differences, to Dr. Ada Hart Arlitt for the number on Behavior Problems, and to Dr. Laura Zirbes for the December number on Reading, Language, and Dramatization. Any one of these numbers could act as a test for study groups or for theory courses in colleges. Each subject in each magazine was first presented with an introduction and followed by descriptions of many phases of the work in practice.

Emphasis of main articles on nursery school, kindergarten, or primary grade work in the September to April issues of the magazine have been equally distributed. Con-

tributions have been received from 105 people in nearly half of the United States: from superintendents, supervisors, professors and instructors in nursery schools, kindergartens, and primary grades, from architects, ministers, directors of educational activities in other national organizations, and from research workers. We have wanted to break through the professional boundary and include articles that widen our personal horizon: articles on the drama, on finance, perhaps even on dress. How would that appeal to you for next year?

The innovation of providing reprints of certain articles appearing in the magazine has met with only partial success. I believe this is due either to the fact that you did not stop to think that you could use these reprints for club programs, for student reference work, and for supervisors' meetings,—or to the fact that you didn't take time to write for the reprints. I think the latter is the case, because at Cleveland, in the half year when people gathered for one meeting, Miss Trace and her group of workers disposed of a large consignment of reprints. Articles reprinted this year, some of which are still available include:

First Days in the Primary—Elizabeth Qualtrough.

The Teachers College Meets Individual Differences—Edna Dean Baker.

Housing the Nursery School—Greta Gray and Ruth Staples.

The Research Bureau Meets Individual Differences—John L. Stenquist.

A Survey of Recently Published Books for Children—Ruth Streitz.

Behavior Problems—William H. Kilpatrick.

A new year with many new adventures faces us. Only your individual cooperation and support will make these adventures successful. Our organization is expecting you to *own* your magazine. It expects you to contribute to it, to subscribe to it, to solicit contributions and subscriptions, and to use the magazine. But if it isn't usable to

you, tell the Editor what changes you think are needed. Above all, be alert for your magazine—think about its good points, think about its weak points: Act on your thoughts but THINK about it.

MARY DABNEY DAVIS, *chairman,*
Bureau of Education,
Washington, D. C.

Equipment and Supplies

The committee on Equipment and Supplies has been interested in two new lines of work.

First, in developing a list of standards for evaluating the various kinds of furniture, apparatus, toys and the like. This is proving quite an extensive piece of work and is only in its initial stage. The committee hopes to be able to set up standards in such form that parents and teachers may do their own evaluating. These standards will also be available to heads of toy departments, who are interested in meeting the needs of parents who question the worth of articles for their children.

Second, in giving assistance to those who have devised new articles. In response to the notice which the committee placed in the February issue of CHILDHOOD EDUCATION, several requests for help have come, and attention has been called to some very worthwhile articles. Thus a promising beginning has been made to this phase of the work of the committee, which we hope may become more and more helpful.

An increasing interest is being exhibited by manufacturers, and modifications are being made in their products whenever they are convinced of the value of the change. New equipment and supplies are constantly being evaluated and a growing list is ready to be embodied in a revision of the bulletin when this edition is exhausted. Check the following with your copy of Equipment and Supplies:

Corrections

Kinpriart—Easel, manufactured and sold by McNamus and Morgan, Inc., 864 N. Vermont Ave., Los Angeles, Calif.
Brass Shops, H. Tuttmann, 95 Allen St., New York City.
Allen Brass Shop, 65 Allen St., New York City.
H. Wiener, 85 Allen St., New York City.
Brahms Art Service (listed as Brams), 10 West 47th St., New York City.
Sheldon Manufacturing Co., Muskegon, Mich.
Blok That Lox, P. O. Box 2932, Philadelphia, Pa.
Spencer Lens Co., Buffalo, New York.
Substitute for Jennings, Hammacher-Schlemmer, 4th Ave. and 13th St., New York City.
Page Board, now listed at \$50.00.

Additions

Apparatus: The Tower Gym., Educational Playthings Inc., 20 East 69th St., New York, N. Y.
Furniture: Steel Chair 168, American Seating Co., Grand Rapids, Mich.
Toys: Viscoloid animals, Pacific Novelty Dursion, Du Pont-Viscoloid Co., 330 Fifth Ave., New York, N. Y.
Drawing Supplies: Freeart Crayons, Large size chalk, crayon for easel and blackboard, American Crayon Co., 377 Hayes Ave., Sandusky, Ohio.

FRANCES M. BERRY, *chairman,*
Department of Education,
Baltimore, Md.

The Vocabulary Study

The Committee on Child Study reports that a large supply of the bulletin, *A Vocabulary Study of Children before Entering First Grade* is available at the headquarters office.

The bulletin has great usefulness in the home and in research—but the teacher will be most interested in its classroom uses:

1. The teacher can speak to the child in the child's language only when she knows what his language is.

2. By comparing the vocabulary of a story with this listed vocabulary of the average child, she may find the "unknown

quantity," the new words, and give them meaning.

3. The list is a good basis for teaching foreign groups the American child's vocabulary.

4. It is helpful in beginning reading as the foundation on which to work.

5. Since it covers the vocabulary of the normal child, it aids in spotting the subnormal.

6. It is also a help in curriculum making.

MADELINE DARROUGH HORN, *chairman*,
Child Welfare Station, University of Iowa,
Iowa City, Iowa.

The Forthcoming Story Book

The Literature Committee of 1928-1929 of the International Kindergarten Union fell heir to two projects:

1. Completing a study concerning the use and choice of stories, poems, and picture books for nursery school children, and
2. Selecting the stories and sources for kindergarten, first and second grade children, for a book to be published by the I. K. U., the book to climax the selective story work of the Literature Committee of the I. K. U. over a period covering the last ten years.¹

The selection of stories and story sources is well under way. The material will be available for book publication by the Literature Committee next year.

The book committee reports:

1. That the story of *The Sleeping Beauty* has been beautifully written and loaned with copyrights reserved to our book by Gudrun Thorne-Thomsen.

2. That four outstanding publishers have signified their interest in our completed material—MacMillan & Company; Houghton, Mifflin Company; Longmans, Green & Company; Little, Brown & Company.

¹The Selected List of Stories for Kindergarten, First and Second Grades, distributed by the headquarters office, is the product of the Literature Committee.

The committee recommends:

1. That the new committee be immediately assembled.
2. That the committee step outside of the selective group of stories published last year by adding realistic stories.
3. That the publisher be chosen with a view to his effective backing.
4. That the book be well set up and charmingly illustrated.

Our nursery school study has been made by a working committee within our general committee—Beatrice Hawksett, Ethel Bushnell Waring, Martha Seeling and your chairman. The nursery school questionnaire launched by last year's committee was sent out with the hope "that we might better understand what stories, picture books, and poems are enjoyed by nursery school children and under what conditions." To these ends our questionnaire covered the following:

1. List six (or more) stories that you have used successfully with your children.
2. List six (or more) picture books that are favorites with your children.
3. List six (or more) poems, other than Mother Goose Rhymes, that your children enjoy.
4. What is the average size of your group listening to stories?

5. What is the average size of your group looking at picture books?
6. What is the average size of your group listening to poems?
7. What is the age range of your story group?
What is the age range of your picture group?
What is the age range of your poetry group?
8. What nationality predominates?
9. Please add any comments of interest; these often add enlightening material to the study.

In the fall our nursery school questionnaire was again sent out to all known hitherto non-contributing nursery schools, with a request that any divergence from the questionnaire study or approach be recorded, and in the hope that our nursery school stories, poems and picture book study might be made representative of present practice. As a result we had fifty-three studies coming from a comprehensive group of thoughtful nursery school centers.

The most commonly used nursery school stories follow, their frequency varying from 24-11:

- (24) Three Little Bears
- (23) Little Black Sambo
- (15) Gingerbread Boy
- (14) Three Billy Goats Gruff
- (13) Peter Rabbit
Three Little Pigs
- (11) How Spot Found a Home

Sixty-three stories were mentioned once.

The favorite picture books, with a frequency of 19-10 were:

- (19) Mother Goose (The Real Mother Goose (7), by Blanche Fisher Wright)
- (17) The Farm Book
- (13) The Railroad Book
The Book of Trains
- (11) Peter Rabbit
Three Little Kittens
- (10) Little Black Sambo

Fifty-three picture books were mentioned once.

Our questionnaire asked for six or more poems other than Mother Goose—poems

enjoyed by nursery school children; its study showed the most popular poem with a frequency of eleven to be "The Swing," by Stevenson; with a frequency of 9-3:

- (7) Hoppity. A. A. Milne.
- (6) Happiness. A. A. Milne.
- (5) The Three Foxes. A. A. Milne.
Puppy and I. A. A. Milne.
Snowman. A. A. Milne.
Who Has Seen the Wind. Robert Louis Stevenson.
Here's a Ball for Baby. Emile Poullson
- (4) The Little Turtle. Vachel Lindsay.
Rain. Robert Louis Stevenson.
I Have a Little Shadow. Robert Louis Stevenson.
- (3) The Little Elf. John Kendrick Bangs.
Rice Pudding. A. A. Milne.
Christopher Robin. A. A. Milne.
Birdie With a Yellow Bill. Robert Louis Stevenson.
Who Likes the Rain? Clara Bates.
Open, Shut Them. Clara Bates.
Goldfish. Dorothy Aldis.
Mister Carrot. Dorothy Aldis.

Ninety-two poems were mentioned only once.

Favorite authors in order of their frequency were:

- 22 A. A. Milne
- 18 Robert Louis Stevenson
- 8 Dorothy Aldis
- 8 Christina Rossetti
- 5 Walter de LaMare
- 5 Vachel Lindsay
- 4 Lucy Sprague Mitchell
- 3 Rose Fyleman
- 3 Edward Lear "Nonsense Alphabet"
- 3 Emile Poullson

Seven schools reported interest in finger plays.

Significant in the story study are the following:

Sixteen people commented especially on the value of original stories; twelve others stressed the stories teachers make up about every day activities; four people spoke of the stories children originate.

Practice in story use varies from that of a director of a group under three years, who wrote—"Offhand I should say we have no stories, picture books, or poems," to the other

extreme of a general use of the folk tales accepted in past procedure.

The "no story, picture book, or poem" statement for children under three suggested the use of chanted or rhythmical statements or directions which were story-like, with simple patterned remarks connected with daily procedure and child happenings.

Comment from a director of a group of three or four-year-olds suggests that the children make their own stories connected with familiar objects, and asks that children make "home stories" instead of telling book stories.

Still another director of a child group of four to six years discourages book stories while encouraging original ones.

"We need more realistic stories," was common; or "The children listen with great interest and joy to stories about things that are around us and happen daily, or are frequently told."

As to the relationship in interest between stories, poems, and picture books, the picture book was in the lead, the story followed (particularly the one connected with the picture book) and the poem came last in interest. Mother Goose was suggested as more popular than poetry.

FRANCES KERN, *chairman,*
National Kindergarten and Elementary
College, Evanston, Illinois.

Forthcoming Extension Publications

The Committee on Extension Publications was organized last year for the purposes of (1) determining the type of information needed by workers who are concerned with establishing and maintaining kindergartens, and (2) supplying literature which will meet these needs in a straightforward, fact-supplying way.

To facilitate the work of the committee it seemed wise to select a chairman who was located near the headquarters of the International Kindergarten Union at Washington. Although this advantage was immediately lost through a change of position, the committee remained as appointed.

Early in October letters were sent to committee members asking for replies to the following questions:

1. What five topics should be included among kindergarten extension publications?
2. What should be their general style?
3. What type of illustrations should be used?
4. In what form should they be published?

Replies to questions 2, 3 and 4 showed general agreement that the literature should include statistical, factual, and semi-popular material: that photographs and pen and ink sketches be used for illustrations, as well as certain statistical graphs. It was also agreed that the material should be

published directly in leaflet form rather than as reprints from *Childhood Education*.

Replies to the questions regarding topics showed a wide understanding of the problems of kindergarten extension workers. The topics suggested fall under the following general headings:

1. Relation of kindergarten experience to progress in the grades.
2. The cost of maintaining kindergartens.
3. Kindergarten organization.
4. The kindergarten as an important factor in the child's welfare.
5. Common lay criticisms of kindergarten to be answered.
6. The kindergarten and Americanization.

These general subjects have recently been assigned to committee members who have expressed a willingness to cooperate in the preparation of certain leaflets.

With the work in its present state of progress, we plan to have our literature ready for distribution during the coming year.

If you, through your experiences, have been made conscious of the need for additional arguments to further the establishment and maintenance of kindergartens, your suggestions will be welcomed and given serious consideration.

ROBERTA HEMINGWAY, *chairman,*
Paw Paw, Michigan.

Of International Interest

Foreign Correspondence

During the past year the Committee on Foreign Correspondence has followed the trails that seemed at all possible. Several new kindergarten centers have been communicated with. The following reports have been received:

ENGLAND

The Nursery School: In England there are 27 nursery schools and some 40 to 50 nursery classes.

The nursery schools are of children from 2 to 5 years old. Most of the children come from very poor homes, are ill nourished, undergrown, and in many cases suffer from rickets. The hours are 9 to 4 each day. (In some cases as at Derbington, they are gathered from their homes in the poorer parts of the town and taken by bus to the nursery school which is in the residential quarter of the town. In other cases, as in Manchester, the school itself is situated in the midst of the slums where the children live.)

Any child coming to school dirty is bathed in the school tub and each morning minor ailments, cuts, bruises, etc. are all attended to and a medical officer examines all the children.

The schools are free. Meals are also free except to those whose parents feel they can afford to pay something, however small, to cover the cost, but this is entirely voluntary.

Nursery classes are run on similar lines but because they are attached to some primary school, they are less free and often cannot give the mid-day meal.

As compared with nursery schools in America, these in England are doing a social rather than an experimental piece of work.

Kindergartens in England: There are two branches of school life for children 5 to 8, the infant school of the public elementary school or the private school. Infant schools are free with large classes of 40 to 50 children and generally have more formal work than parallel schools in America. The private schools are for the middle and upper classes and are pre-paying. It is still true to say that one loses caste in England if one's children attend any but the private schools. Some of these are excellent, with fine buildings, good equipment, small classes, and well-trained teachers.

ARMENIA

As there are many nationalities represented in Cyprus there are schools to meet the educational needs of these different groups. Greeks, Turks, Latins (Roman Catholics) Armenians, English, and Jewish. (The latter live in one village, almost entirely shut off from the rest.)

The so-called National Schools are administered by national boards with some external governmental British inspection, and provide the source of public education of the Island.

The schools are bookish and formal,—and instruction, not guidance, is the educational procedure, great emphasis being laid on yearly external examinations.

There are private schools of 3 kinds.

1. The American Academy for Girls.
2. The Catholic School.
3. The Model School—opened in 1928 for Armenians only.

There are no nursery schools and there is no organized educational provision for children under 4.

Specific Problems:

1. Financial limitations.
2. Lack of scientific literature on recent education (especially for teachers).
3. Lack of adult education (parents especially).
4. Clergy and layman administration in matters of education.

Miss Boghossian who has written this report of the work at Cyprus and who is now a student at Teachers College, New York City adds that the organization and program of the above school had been worked out gradually and carried on for nine years with an average of one hundred kindergarten and first grade children, three assistants, and herself.

RUSSIA

Mrs. Vera Fediaevsky, lecturer of Preschool and Kindergarten Methods, Moscow, has written very fully in several magazines of the work being done in Russia for little children.

The department of mother and baby welfare was inaugurated in new Russia in November, 1917, and there has been progressive development in the work of caring for mothers and babies and small children.

The preschool work in Russia is new. Preschool education was recognized as an Institution of State Importance after the October Revolution. At the 4th Preschool Convention the most important problem was the extension of the kindergartens.

There are now 1437 permanent kindergartens and "Hearths" in the whole Union of Soviet Russia and 72,478 children of preschool age attend kindergarten. They are still working to increase the number of kindergartens.

The kindergartens are independent of public schools and are supported by the State.

Great value is set upon work with parents and teacher-parent meetings in every kindergarten.

There is no connection between kindergartens and Church.

BULGARIA

Work in Bulgaria is growing slowly and surely. Miss Elizabeth Clarke writes encouragingly of the kindergarten and of experimenting with a nursery school. The State Department of Public Health responded to the request for a physician who examined each child thoroughly and every month checked results, all of which were very satisfactory.

Bulgaria is increasingly interested in various forms of Child Welfare work.

AUSTRALIA

In Australia, kindergarten work is very popular in certain sections of the community, but it is only slowly becoming established in the great body of State Schools (our public schools) throughout the country.

Public education is centrally controlled and under the State Board of Education. This has good and bad features; it makes for uniformity of teachers salaries and qualifications in the smallest community as well as in the city school. While it gives all children equal opportunity for good teachers, it makes for too much uniformity and does not require sufficient cooperation from the parents. As the Director of Education is appointed from the upper school field, it generally happens that the chief emphasis is given to this field. This fact and the rapidly growing population (by immigration) explain the slow way in which kindergartens are being established in the general school system.

The free kindergarten movement in each State has been the pioneer. The kindergartens established date back to the end of the last century. They are mainly supported by voluntary subscriptions and are under the direction of a council in each State. These kindergartens enroll children up to six years of age, and lately in the pre-kindergartens from two to four years of age.

The free kindergartens carry out many of the functions of the nursery school, as parental education is a large part of the work

and home visits and interviews with parents are undertaken daily by the staff. The children's development is also cared for and guided from every aspect, physical and mental.

The free kindergarten movement is subsidized by the Board of Education, which recognizes the value of the work and does not attempt to take it over. No hampering regulations of any sort are placed upon its work and this leaves these kindergartens free to progress and to experiment in the education of the public school children.

As an outcome of the Free Kindergarten Movement and under its auspices there is a Kindergarten Teachers College in each State. The students in the college obtain practice in the free kindergartens. In the Teachers College of the University of each State there is a kindergarten department—these are the only two types of institutions giving kindergarten training.

JAPAN

The photographed report of the twenty-second Annual Report of the Kindergarten Union of Japan tells a story that words cannot. This Union is a very live organization. The membership including active and associate members, is almost 150. There are more than 275 Christian Kindergartens and 9 Training Schools. The government encourages the establishment of kindergartens. Their regulations regarding buildings, playgrounds, and teachers' qualifications are rather strict and they are thankful for this because it helps to keep up the standards for which they are striving.

Japanese kindergartners are interested in everything that will help them to bring up the standards of their kindergartens.

They welcome information about new developments in educational circles which they can put into practice. CHILDHOOD EDUCATION in its monthly visits is of much help in assisting them along these lines and those on the frontier are very grateful for it.

At the twenty-second Annual Convention held in July 1928, the topic *Character Building in the Kindergarten* was the theme and every phase of the program helped to stress its importance.

In the picture report there are:

(1) Outdoor play activities: marching, playing with different kinds of apparatus, gardening, playing in snow, etc.

(2) Indoor play activities: block building, rhythms, marching with flags, playing house and house keeping, etc.

(3) Religious activities: prayer, songs, dramatization of religious themes, at the Christmas time.

(4) Work activities: block building, etc.

(5) Health activities: luncheon, serving, eating, choice of proper foods, etc.

The book tells a gratifying and inspirational story of the splendid work that is being done in the different branches of the Kindergarten Union of Japan.

One of the kindergartners of the Kindergarten Union of Japan asks if one of the officers of the I. K. U. would not go to their meeting in Japan in July 1929, and bring to them some of the help and inspiration of the meetings of the I. K. U.

CHINA

Miss Kate B. Hackney of the Laura Haygood Normal School, Soochow, China writes encouragingly of the work at this school which is for the training of teachers for kindergarten and the first six grades of school. They now have two departments, the Kindergarten-Primary and Elementary Education.

They have two kindergartens, one for poor children which is free and one for those who are able to pay. There are graduate teachers in charge of these two kindergartens.

They hope to have a nursery school soon.

The municipal kindergartens in Vienna and the municipal kindergartens and Montessori schools in Amsterdam were new adventures in the fall of 1928.

SOUTHERN CHINA

For the past fifteen years kindergarten education has flourished.

There are no nursery or infant schools although some kindergartens receive children two and one half and three years old in the infant class.

Several hundred kindergartens under Christian auspices are scattered over the southern provinces. The government Girl's Normal and a number of private Kindergarten Training Schools send out teachers.

The kindergartens are housed in different kinds of buildings. The equipment varies from the most meagre to the well equipped kindergarten and from the most conservative type of equipment to the most progressive.

Each kindergarten tries to have mothers' meetings. Night classes are held to teach mothers to read and how to care for the children's health and general welfare. Home visits are made to help the mothers to learn how better to care for the children.

Health campaigns are conducted in many centers. Health displays and movies are given by student welfare groups in the schools and villages.

INDIA

In Sholapur, India is a Kindergarten Training School, named for its founder, Mary B. Harding. It is the only school in western India that is carried on in the vernacular and girls from all parts of the Bombay Presidency come for training. Connected with the training school is the Josephine Kindergarten which consists of the nursery school, kindergarten, and first year of primary work, each having a separate building.

The students in the training schools are taught not only kindergarten subjects, but they are helped to understand womanhood, to be an ideal, a standard for their community. They live in small homes and each has experience in keeping house, planning meals, and so budgeting her money that it lasts for the stated period of time.

In the schools in India the pouring-in method prevails and the children are not taught to think and use their own minds. Consequently some sit two or three years in the first grade.

Every year in the kindergarten a house made of sun-baked bricks is built and furnished by the children themselves, for the yearly program is made up through the project of the home.

At Manamadura, South India are a series of little homes or "Bird's Nests" as they are called. To these places come children neglected by parents or orphaned. Like all the Mission Schools this is under government inspection.

EGYPT

The American Mission opened its second kindergarten in Tanta about a year ago.

Tanta, situated between Alexandria and Cairo, is the third largest city in Egypt and has a population of 80,000.

The kindergarten is situated in the midst of a beautiful garden, and has a full kindergarten equipment.

Several mothers' meetings have been held and although it is not customary for Egyptian women to assemble together and discuss problems of child training, yet at the mothers' meetings twenty-eight mothers were present and discussed fully the child's health and food. Since that time milk has been served each day in the kindergarten and has become popular, and the mothers now realize its importance.

Three Egyptian teachers in the primary grades are planning to spend the last six weeks of the school year with the kindergartners, observing kindergarten methods and the kindergarten program.

PARAGUAY

In Asuncion public schools there are two kindergartens, each with two sections, one meeting in the morning and another in the afternoon, the sessions lasting two hours. In three of the private schools there are small groups, and some children's classes in

Roman Catholic Schools. The private schools are Italian, German, and one that carries a Paraguayan program. The nursery school movement is not considered.

PERU

In the kindergartens there are children who come from better class homes, poor homes, and some are Indians. The work is very unlike that done in the kindergartens of North America, some primary work, reading, writing, and arithmetic being part of the program.

CENTRAL AMERICA

In Chiquimula, Guatemala, Kindergarten work is comparatively new, having been established in the native schools within the last ten years. The government of Guatemala is constantly improving its educational system, taking suggestions from Argentine and Europe rather than North America. The law of the country requires that every child between six and fourteen years be in school, but the law is not enforced after the first few days of the school year.

The system of teaching practice has developed in the people keen memories and

splendid ability in oratory but little reasoning power. Nothing is done for mothers in connection with the schools. Much hygienic theory is taught but little is practiced.

The estimate of illiteracy varies between 75 to 90 per cent, but it is on the decrease.

SUMMARY

A few points from the reports may be noted as signs of growth and development:

1. The kindergarten movement is spreading and a change of method is taking place.
2. Child welfare with its allied interests is an important part of kindergarten training.
3. Nursery schools and much that this name implies are rapidly becoming a part of the education of young children.
4. Mothers meetings are now held in connection with many kindergartens.
5. Training Schools are increasing in number and the curriculums are including many subjects not hitherto taught.

The directory of workers in foreign fields which had its feeble beginning last year, has grown a little and greater results are hoped for during the coming year.

JANE H. NICHOLSON, *Chairman,*
114 Pierpont St., Brooklyn, N. Y.

The Kindergarten Unit in France¹

The Kindergarten Unit under the name Jardin d'Enfants in France has completed eleven years of service.

In September 1917, Mary Moore Orr and I sailed for France to get first hand experience, as to what was happening to children in a country, with war on its territory, and to discover if we could render any service. When the Children's Bureau of the American Red Cross, asked for our help and co-operation, could I do otherwise than pledge our faith and whatever succor it was within our power to give?

The Kindergarten Unit was formed, and

on the first International Kindergarten Union committee affiliated were Elizabeth Harrison, Lucy Wheelock, Mary McCulloch, and Annie Laws, chairman of the committee of nineteen (ex officio). We could do our bit for children in that engulfing cataclysm, we did not then know how much or how little, but much or little had to be done speedily. We needed Unit members, material equipment, heavy financing, and we had them all.

Margaret Holmes, was the first Unit member and sailed early in 1918, with Sophia Brady. During the years we had a total of 50 American women in the field, each giving on the average, a year of service, with 21 young French men and women

¹ See May issue for description of the Maison de Tous by Helen Craig.

assisting, and took care of a total of 35,000 children in 37 cities and villages.

We had nine months of work, before the armistice, and then went with the returning population to the devastated North of France near Arras, Lille and Vimy Ridge.

In 1919 we were established in 6 cities and villages. Perhaps you will wonder how we took care of the children in such surroundings. Lievin will serve as an illustration. First, an enclosed safe place, arranged under the supervision of a military captain, a big playground with a shelter at one end, the roof of corrugated iron from a "dugout," the fence of camouflaged wire, the playground made and shelter built by prisoners of war. In such playgrounds, tents, and barracks, we carried on.

As for our methods, our theory was, that to bring children back to normal, to help them forget, to cause again laughter in childrens' voices, they must have hand work, singing, games, toys, picture books. Bless the steam ship lines for carrying a constant flow of material free at a time when factories that made hand materials were turned into munition factories or destroyed.

And those gay scrapbooks of linen, sent from "over here," thousands of them! A trunk full of 10-cent store dolls. One time when I was in New York, it seemed to me that everybody I knew was dressing a tiny doll for a child in the North of France, who had not had a child doll held close to her for years.

On our first Christmas after the war, we were offered six tall Christmas trees from a friend in Belgium, whose estate had miraculously escaped destruction. We set them up out of doors, in our six centers, they were lighted from storage batteries in camions sent by the American Red Cross from Paris. By ways known to us we secured a ton and a half of sugar and had it made into candy. General Nollet from Lille sent us a band. There was light, music, and gifts. There was Peace on Earth—it was again Christmas for 10,000 children and mothers.

Now I skip from 1919 to July 20, 1923 when I met the group of tourists in Cherbourg, with Miss Annie Laws as leader.

On July 28th we held an educational congress at Sevres, in the Government Training School for Women. It was on the day of the graduation, of the first Jardin d'Enfants Training Class, which the Unit by request had collaborated with the French Government in establishing. There are now 66 graduates of that training class teaching in France and her provinces.

The day the tourist friends visited our temporary center in Lievin was a fete day for the little city. After the city's ceremonies were over, we talked of our vision of a permanent Community House, as a memorial to the work of the Kindergarten Unit in France and a token of international friendship.

I skip now to July 1927 and speak of another tour of American friends.

In 1925 and 1926 Miss Laws, as Chairman of the Committee of Nineteen of the International Kindergarten Union, and I, arranged for the American dedication of the finished Maison de Tous, with its adults' library and reading room, *ouvroir*, where girls learn sewing; Children's Library, the first in the North, of France, the beautiful gift of the Junior Red Cross of New York City children's school and gardens; and a playground, for which we have not yet sufficient funds to fully equip, although a good start has been made through a generous contribution by the Wheelock Kindergarten Alumnae Association.

The Buffalo kindergartners, presented the equipment for the children's school of the Maison de Tous and a piano in honor of Miss Elder. The young French teacher of our school Mlle. Loevillet was selected by the Minister of Public Instruction, granted a leave of absence, and was the guest of the kindergartners of Buffalo, of the French department of Wellesley College, and of Mrs. Craig in Boston during some months of intensive study in the United States.

The Maison is a house of memories. In the adults' library are two large pictures in memory of Lieutenant Cole, who gave his life in the Argonne, presented by his sister Miss Marie Cole of Pittsburgh.

Funds have been given for a memorial to Miss Garland of Boston by the Garland Kindergarten Alumnae and for a memorial to Miss Anne Laws by the Cincinnati Kindergarten Association and the Fanny Smith Kindergarten Alumnae of Bridgeport.

In the group who dedicated the Maison in July 1927, were Miss Boyce, Miss Greenwood, Miss Fanny Smith, and others. That dedication included a brief memorial half hour, in the Library of the Maison de Tous, to the great soul who had passed and to whom we cannot too often pay tribute—Anne Laws.

The Maison de Tous is a lusty child, your child, and is always looking for visits from its I. K. U. mother, and perhaps your child will tell its mother and she can tell her friends, that the endowment for the Maison is not entirely completed.

I realize what our simple, classic, one story building with two connected wings, surrounded by lawns and gardens, means to that city of the North. Step by step, brick

by brick, I have watched Lievin rise above destruction and desolation, as we were building a House of International Friendship, often called The House of Peace. Lievin has assumed one third of the operating expenses of the House. The French Government has made the school a part of its school system and, as an expressed token of appreciation, decorated our Unit with the Legion of Honor.

Schools in France close for vacation in August and September, therefore the Maison de Tous is open in July, so when you go to Europe and are in Paris, save one day to visit it, as many friends from the United States have been doing. I will file at Headquarters in Washington, with the kind permission of the I. K. U. President, a Paris address, where you can secure the information that will make your trip to Lievin easy, and when you enter the gate of the Maison de Tous, you will say to yourself—"This is my house" and over your entrance gate, is the inscription—"We who desire Peace must write it in the hearts of Children."

FANNIEBELLE CURTIS,
1, Avenue, Emile Deschanel,
Paris, France.

With this number of CHILDHOOD EDUCATION we say farewell and God-speed to our editor, LuVerne Crabtree. Her resignation leaves a gap in the editorial machinery of our magazine that will be difficult to fill. There is no one whom we know who so quickly catches the atmosphere and spirit of an occasion and shares it with others by translating it into live, dynamic language. The force, clearness and convincing quality which she has put into our editorial letters has been most productive.

Having filled both secretarial and editorial positions in the I. K. U., Miss Crabtree knows our organization's problems. In the future, we shall hope that we may call upon her for help when our words are wordy and our ideas too inclusive to carry conviction.

A future of progress, strength and vitality is the wish for LuVerne Crabtree of the Editorial Board.

Kindly address all correspondence pertaining to the magazine to Board of Editors, Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C.

A New Childhood Education

With this issue, CHILDHOOD EDUCATION completes its fifth year. Throughout this period the journal has been published by The Williams & Wilkins Company. The International Kindergarten Union passed the following resolution at Rochester: "We acknowledge our gratitude to The Williams & Wilkins Company for the establishment of CHILDHOOD EDUCATION, for their continuous effort and cooperation in furthering the interests of the magazine and for their invaluable counsel and generous assistance in anticipating its possible future."

With the September '29 issue, the International Kindergarten Union undertakes a new venture. The organization has assumed the responsibility of publishing its own journal. The Editorial and Executive Boards advised this as a forward step and received the unanimous approval of the delegate body.

It seemed necessary to have the magazine adequately underwritten to carry it through the first few months. Julia Wade Abbott made an appeal at the Business Session and the representatives assembled enthusiastically pledged or contributed the aggregate amount of \$3228.10. There was much friendly rivalry. Philadelphia and Pittsburgh continually "raised" each other. Pittsburgh has just written increasing its pledge to \$200. and there is every expectation that Philadelphia will match the increase.

The following list represents those who made pledges or contributed cash toward underwriting CHILDHOOD EDUCATION:

Rose Alschuler
Ann Arbor, Mich.
Caroline W. Barbour
Battle Creek, Mich.
Boston Public School Kgtners.
Grace L. Brown
Nellie Brown
Anna Bullard
Buffalo Kindergarten Assn.
Margaret Canty
Carrie T. Chaffee
Dept. of Elem. Ed., U. of Cincinnati
Committee of 19
In Honor of Committee of 19
Concord, N. H.
Conn. State Kgtn. Assn.
Cross Alumnae Assn.
Fanniebelle Curtis
Mary Dabney Davis
Dayton, Ohio
Kgtn.-Primary Club, Dearborn, Mich.
D. C. Kindergarten Association
Detroit Kindergartners
East Cleveland
Fall River Kindergarten Club
Fort Wayne
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